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OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

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Current Educational Notes

By "Leslie Stanton"—A Religious Teacher

Some Saints of the Month.—Material for short reflections or class talks may be procured by taking a peep ahead in the religious calendar and noting special saints which the Church commemorates during the month. Thus in March, besides, St. Joseph and St. Patrick, we have St. Casimir of Poland, who demonstrated that sanctity is compatible with the most exalted secular pursuit; the beautiful little St. Colette, whose virginal life sheds its perfume down the centuries; the Angelic Doctor, St. Thomas of Aquin; the Forty Martyrs of Sebaste; St. Gregory the Great, of whom the story of the Saxon slave boys in Rome may be told again with pleasure and profit; St. Benedict, whose historical importance is of no less moment than his personal sanctity, and St. John Damascene and St. John Capistrano. Here, surely, is a goodly array of material for Christian Doctrine instructions of a most entertaining and practical kind. Once our pupils are brought to see that the saints were eminently practical and consistent Catholics, and that the lives of the saints do not necessarily make "dry" reading, our work as Christian educators has advanced in no uncertain way.

What Practical Means.—The following is quoted from the London Times: "We often hear it said that learning should have a practical purpose; and that sounds reasonable enough until we inquire what is meant by practical. Then we usually find that practical means money-getting. We are told that learning is only valuable if it helps a man in the struggle for life. But if that is ever generally believed, the universities will change their nature and our civilization will become only an elaborately organized barbarism. Universities rose into being and flourished in power and splendor because their business was to help not the individual in his struggle for life but the world in its effort to rise above the struggle for life."

This passage contains material upon which we Catholic teachers may profitably ponder. Despite our profession as religious and despite the educational ideals which are so constantly set before us, there is always danger of our compromising with the educational ideals of that abomination of cultural desolation, the business college and the correspondence school. What the Times says of universities is not less true of secondary and grammar schools. It was Holy Mother Church who fostered the great universities in the Middle Ages and who fosters many leading educational institutions now; and the ideals of the Church were and are concerned with more than ways and means of worshipping the Almighty Dollar.

It is well for us to think of these things. Our teaching should be practical in the sense of fitting our pupils to take their places in the work of the world and the life of the Church, to do their share in the great task of making the world brighter and better. In that work money-getting usually plays a part, and therefore it is not to be neglected; but to make of it the be-all and the end-all of educational endeavor is to misapprehend the real nature of wealth and the true aims of education. Especially in these days when "How much did you pay for it?" and "What is there in it for me?" are questions found even on the lips of little children, is it necessary for us to emphasize the fact that not by bread alone doth man live.

Work and Play.—There lives a man who is something of a mystery to most of his friends. He is a religious and a teacher and in both capacities has plenty to do. Besides he is an eager student and a voracious reader. Furthermore, he writes for publication, and writes, moreover—over several pen names—articles and stories covering a surprisingly wide range. And added to all that, he is enthusiastic about the out-of-doors life and leaves his heel prints all over the hills that surround the little town where he lives.

I said he is something of a mystery, and the mystery lies in the fact of his ability to do so many diverse things in the relatively small amount of time at his disposal. He seems to be almost always out tramping in the air and the sunlight, and yet he seems to be always crooked over his books and pounding at his typewriter.

Those who know the man intimately know that there is no mystery about him, except the rare mystery of a systematic life. His method is simplicity itself. He arranges his days, alternately, as work days and play days. On all days, of course, his regular duties as a religious and as a teacher demand his attention, but the surplus time he divides after a fashion of his own. The work days are the days when he does as much extra work as he possibly can do—reading, studying, writing, thinking. The play days are devoted as much as possible to light reading, small talk and long walks. Thus, should Monday be a work day and he feels the drag of it on towards five in the afternoon, he gets new energy out of the reflection that tomorrow will be a play day and that there is planned a nice little two hours' trip to a saw mill in the next county.

The man of mystery may resent having his plan thus set forth in detail, but it ought to prove suggestive to many teachers who mean well but who frequently fail to act wisely. Too many of us overwork, and then run to the opposite extreme. The alternation of play days and work days ought to preserve the balance nicely—especially in the case of religious teachers who may be very certain that they are never going to have too much time to play.

Clippings Again.—"What a mass of rubbish," exclaims a teacher friend, "is pressed between the covers of the general monthly magazine! I wonder when a reaction will come." Yea, verily; and we wonder, too. Meanwhile, it will do no harm to recognize the fact that in the general magazine and in the newspaper there is more than rubbish. Sometimes the valuable matter is like Gratiano's good sense, "as too grains of wheat hid in two bushels of chaff," but it is none the less valuable.

Pertinent anecdotes, certain "household hints" (many of which are written by unmarried men, but no matter!), short methods of doing things, dates of noted historical events, coincidences in the lives of great men—such things used as "fillers" in magazines and newspapers, ought to have some degree of value to the alert teacher. They make desirable clippings to be used in class when some unexpected thing has happened and the regular schedule is being ignored for the time.

The scrapbook is a time-honored institution, and we don't want to say anything against it; but the scrapbook, all the same, is about the most unhandy way of keeping clippings. The most modern way is furnished by the homemade clipping cabinet, consisting of wooden drawers and manila envelopes. Material can be easily indexed, and you can find what you want when you want it.

Those Former Pupils.—In every school sentiment is strong in favor of keeping in touch with former pupils. In

practice, however, this is not done to the extent that is desirable, and largely because what is everybody's business is nobody's business. In at least one institution I know of a very simple method adopted. One teacher—a pioneer—has complete charge of the school's relations with its alumnae. She has, in convenient form, the addresses of all the former pupils, and her card catalogue enables her to record such momentous things as marriages, births and deaths. She attends to the sending of invitations to former pupils and superintends the work of the secretary of the alumnae society. Also, in consideration of possibilities, she has a member of the community acting as her assistant, and that assistant could, at a moment's notice, take charge of all the alumnae affairs and conduct the alumnae bureau without any conspicuous hitch in the smoothness of its workings.

Teaching Responsibility.—It is a truism that we often do too much work in class and out of it that the children could very well do for themselves. The more work they do on their own account, the better is the training for them, for from the doing of it they get the habit of making themselves personally responsible for the success or failure of their efforts, for the care of furniture, the expenditure of light and heat, etc. Sometimes the larger pupils in a school work themselves up to a fever of enthusiasm and apply to you, O long-suffering and overworked teacher, to prepare them a program wherewith they purpose to entertain the teachers and the school. That means several score hours of hard work for you, but you usually comply uncomplainingly, saying under your breath, *ad majorem Dei gloriam*.

Of course, you do well; but couldn't you do better? Why not calmly tell the ambitious young people, that you want to see just what they can do for themselves; that they are to hold a class meeting, elect officers, appoint committees and in general assume responsibility for the proposed entertainment. When they have the work under way you might drop in on them for a rehearsal or two, just to rub off the cruder angles of their work and to assure yourself that they are exploiting nothing that might prove objectionable. Then, when everything is over—when, on the day after, the last chair is returned to its place and the stage is swept and garnished—the children will be feeling happy and so will you.

The objection may be made: "I could never do anything like that with my pupils." And the obvious answer is: You don't know what you can do till you try. We know perfectly well that the first attempt may not be at all points successful, for the sense of personal responsibility has to be cultivated; but the right kind of self-reliance is one of the best qualities that we can bring out in our pupils, and we are making a great mistake if we insist on doing for them things that they are thoroughly able to do for themselves.

The Sisters' College.—A glance at the January issue of the Catholic Educational Review will bring the consoling assurance that not all educational institutions have bowed the knee to Baal. The Very Reverend Dr. Shields therein sets forth the plans—which are really more than plans—for the erecting of a group of academic buildings on the campus of the Catholic University of America for the benefit of the various teaching sisterhoods in this country and in Canada. The article makes hopeful and inspiring reading.

The proposed Sisters College will be another step in the direction of making the Catholic University the real center of Catholic educational life in this country. That our schools throughout the country are doing excellent work is an admitted fact; but that they can be made capable of doing even more excellent work can not readily be confuted. The training of our teachers along broad and reliable lines is becoming every day more and more desirable; and it is safe to say that such training can be secured better at the Catholic University than elsewhere.

In discussing the proposed Sisters College recently with a prominent Catholic educator, I took occasion to speak of it with perhaps injudicious enthusiasm. "Well, I don't know," he said. "This thing is going to make new difficulties for the University. Secular students already fight shy of it owing to the large number of clerics registered at Washington, and this addition of the Sisters College will

not be an inducement for Catholic young men to attend in large numbers." He paused, and then hastened to add: "However, that may be just as well. Even supposing all I have said to be true, the University is doing a splendid work when it undertakes the higher education of our priests and the members of our teaching orders. Should the secular attendance fall off entirely—a thing which is hardly probable—we should have none the less weighty reasons for thanking God that the University exists."

Rosseau and the Newlyweds.—A busy and experienced schoolman was found the other day pouring over one of those hideous Sunday supplements which our great American newspapers thrust upon us for our Sunday morning delectation. "Perhaps," said the schoolman, "you think I'm losing my time. Well, I'm not. Nor is this merely relaxation; it is serious study of the methods and materials of pedagogical science."

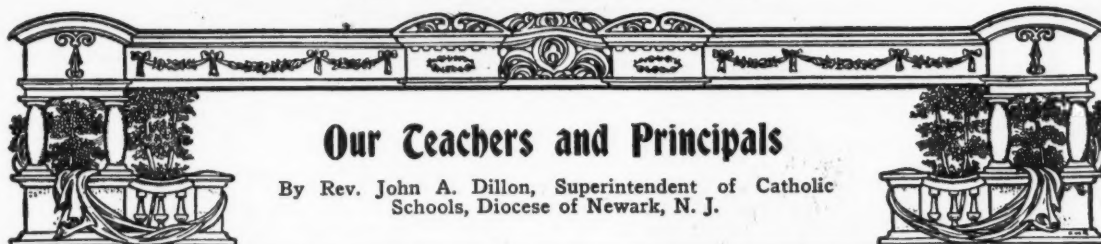
Pressed for an explanation, the teacher continued: "Week after week I follow with interest the lithographed history of the Newlyweds. You don't know the Newlyweds? Shame on you! Their name connotes their experience of life, and they have a baby. The baby is called by the picturesque and symbolic name of Snookums. These cartoons deal with the education of Snookums. When Snookums wants anything, he cries, and his father or his mother or both instantly give him what he wants. The fact that this invariable procedure of theirs sometimes involves them in quarrels with the neighbors and produces humorous complications is the reason why the pictures appear in the so-called comic supplement. But to me, the pictorial history of the Newlyweds is the most thorough, ample and convincing demonstration of Rosseau's theory of education that has ever come under my notice. If I didn't have a vow of poverty and if I were in a position to give people something for nothing, I should most certainly arrange for another English translation of Rousseau's 'Emile' and have it illustrated with these Newlywed cartoons. The fundamental fallacy of 'Emile' lies in Rousseau's ignoring the fact of a strong inclination to evil in the normal child. Now my dear little friend Snookums here is one of the strongest and most tangible evidences of the effects of original sin."

What Ireland Teaches.—A profitable reflection concerning St. Patrick's Day might deal with the influence that Ireland has exerted on the rest of the world. Supposing, for example, that we were to take the map of the United States and paint it green at every point where Irish influence came prominently into play—well, there would be a good deal of green paint in evidence. Now, the significant thing is that Ireland is geographically small and isolated, that her people have been for years the victims of misrule and downright oppression. And it is because of her troubles at home, not in spite of them, that Ireland has exerted so wide and so lasting an influence on the history of the world. It is by no means a freak of circumstances that three of our American cardinals bear Irish names.

From all this our pupils may learn that it is not the big nation, not even the conquering nation, that accomplishes most in the world. Poland is an oppressed nation, Greece was but a smudge on the map. And the Jews used to ask, "Can any good come out of Nazareth?"

Sex and Color Sense.—If you are teaching a primary class where both boys and girls are present, it will be interesting to hold a simple color test and tabulate the results. Safe is it to say that the boys will be less sensitive to color distinction than will the girls. The difference will be even more pronounced in the grammar grades; and high school teachers of composition will tell you that, while girls overdo color comparison in their writings, it is a thing as rare as the dodo to find a boy who will spontaneously use a simile involving colors. The obvious conclusion is that boys need more direction and more encouragement in the matter of developing color sense.

HAVE YOU A RECEIPT for the present school year, 1911-1912? If not, you are in arrears on your subscription account and we would urge that you remit at first opportunity.



Our Teachers and Principals

By Rev. John A. Dillon, Superintendent of Catholic Schools, Diocese of Newark, N. J.

We are indeed blessed in our school conditions. Although, on the one hand, we have to bear the burdens of a conviction that Religion in education can be had only at a personal sacrifice, on the other hand, we have its most perfect illustration in the noble men and women who give their lives to "instruct others unto justice" in the great cause of Catholic education. They are trained, for the most part, in accordance with the principles of Christian perfection; and the most complete singleness of purpose, the most undaunted patience and perseverance, and the most steadfast adhesion to the demands of duty are so deeply instilled that the smallest child bears the imprint of such characteristics. Entirely mindful of these facts, in my visits to the schools, I have made it an aim to encourage and assist the teachers, because, after all, the teacher is the source of efficiency in the school. Whatever improves him makes for the betterment of the school, and nothing except personal visitation can put a superintendent in possession of facts needed for helpful suggestions. The ever-varying problems, especially of primary education, make close supervision and helpful criticism useful and even necessary. The teachers are making strenuous and consistent endeavor to perfect their task; but still, the work to be done is great enough to call for continuous and persevering efforts along the lines clearly traced out during the past scholastic year. The teachers are willing; their duties are heavy; they need assistance as much as guidance, encouragement from pastors and parents, and such aids and facilities from their communities as will enable them to become daily more perfectly equipped for that "labor of love" which they have chosen freely as their better part.

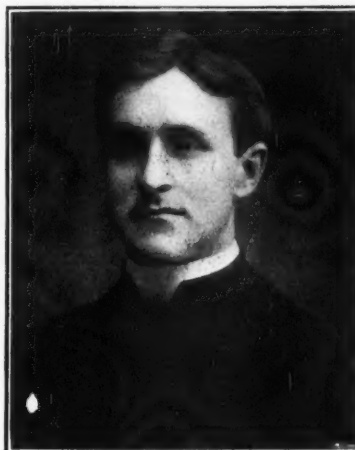
Community Inspectors Helpful.

Chief among these aids is the community inspector, with due power in his field of activity and with ample time and becoming facilities to visit the schools assigned to him. The various teaching bodies in this diocese have appointed such inspectors; but owing to other duties, which their communities think more pressing, some have not the time personally to visit their schools. What the superintendent should do and be for the entire diocesan system, that the inspector should do and be for the schools of his community. Many of these inspectors have during the past year rendered exceptionally good service, some coming from a great distance to visit their schools, report their condition to the Mother House, and confer with the superintendent concerning directions in diocesan school matters. It is the purpose that these inspectors should exercise a remedial influence over their teachers, that is, by not only observing faults, but also, if possible, prudently correcting them. Hence, that power and freedom of action in this matter should be theirs which are essential for carrying out this purpose. Then, too, mutual conferences between inspectors and the superintendent can be productive of definite and practical good. I believe that the community inspector is the most valuable adjunct to the work of supervision.

The Work of School Principals.

The principal is the mainstay of the school he governs. To him, more than anyone else, is due its success or its failure. From him, as from a center, radiates to the teachers and from them, in turn, to the pupils, that tone or spirit which pervades a school and lends it distinction or leaves it among the commonplace. He is responsible, in largest measure, for the condition of every class and for that of the whole school—for everything, in short, that is done or omitted, as well as for the way in which all the detail of educational work is carried on in the institution under his control.

He should have, therefore, a knowledge of each and every pupil, such as will supplement or correct, if need be,



that possessed by the teacher. He should hold in a clear and comprehensive view all the subjects to be taught and all the ends to be attained, seeing not only the place his entire school has in the system as a whole, but likewise that which each class has in his own course—where, for example, it takes up, and where it leaves the pupil. Thus he fits himself to be, what one in his position is expected to be, a guide to the teacher, a power and influence to the pupil, a source of strength and union to both. Thus he becomes in very deed the inspiration of his school, every teacher looking to him for encouragement and assistance, and every pupil regarding him as kindly and sincerely interested in his mental or moral improvement.

It follows, then, that it is the duty of the principal to provide his school with complete tabulated records of each pupil; to be a competent exponent of every subject taught in his school, and to know clearly the relations which each subject has to the others; the dependence of one grade upon another and their bearing on the essential aims of a model Catholic seminary school. He must regard visiting the various classes as one of his most important duties, and learn from personal observation the difficulties both of pupil and of teacher, and by frequent but short tests, conducted by himself, gain that knowledge of existing conditions which makes him at the same time the power and paternal influence in his school. These visits alone will give him that familiarity with the details of each grade which he must possess in order to meet his responsibilities. Finally, let him bestow that kindly encouragement and assistance to which every teacher is entitled and which in his arduous task the teacher heartily desires. These reasons, strengthened by my observation during the past year, convince me that much better results would be attained if there were found at the head of every school a principal, zealous, competent and religious.

RUBENS' "DESCENT FROM THE CROSS"— SPECIAL LENTEN PICTURE STUDY.

It seems remarkable that a doubt should attach itself to the actual birthplace of so famous a man as Peter Paul Rubens. But for many years this honor was the source of considerable discussion between the cities of Antwerp, so richly favored by his genius, and Cologne, the famous city on the Rhine. It has been almost definitely settled, however, that Rubens was born in neither place, but at Siegen, in Westphalia, of Flemish parents, on the twenty-

ninth of June in 1577. He died at Antwerp on the thirtieth of May, 1640.



Religious trouble having deprived the elder Rubens of his wealth his son was born in surroundings of extreme poverty. The father died in 1587, and the Rubens family returned to Antwerp. Here, although reared in reduced circumstances, Rubens received a good education, excelling in the languages and laying that foundation in knowledge and culture which fitted him to become, in later years, not only the greatest painter but also one of the most successful emissaries and ambassadors of his time.

Rubens was first the pupil of Tobias Verhaeght, then of Adam Van Noort, and finally of Otto Van Veen. Leaving the studio of Van Veen, Rubens journeyed to Italy, visiting first Venice, where he came under the spell of Titian, Veronese and Tintoretto. These exerted a tremendous influence on him, an influence not only traceable in his drawings, but especially in his color work done during and immediately after his visit. From Venice Rubens journeyed to Florence to see the wonders of Leonardo, Raphael and Correggio, and later he was sent to Rome to make copies of the paintings of the old masters. While there he was commissioned to produce several altar-pieces for the Governor of the Netherlands; these paintings may now be seen at Grasse in France. On this visit to Italy Rubens entered the service of Vincenzo I, Duke of Mantua, by whom he was made court painter, and then sent in 1603 to Spain on a mission to Philip IV.

He later visited Paris, and there received from Marie de Medici a commission for the celebrated series of paintings illustrating incidents in her life. These, painted for the new palace of the Luxembourg, are now in the Louvre, set up in a gallery expressly constructed to receive them. In 1630 Rubens married as his second wife the beautiful Helena Fourment, niece of Isabelle Brant, his first wife. In the magnificent house and studio he had built for himself in Antwerp Rubens was surrounded by pupils and assistants. Indeed, pupils sought him in such numbers that he was forced to send them to other masters for years before he could give time to them himself. Those whom he admitted to his studio assisted him in the work on his larger paintings and on the copies of his pictures which were often in demand. He also had various collaborators among his fellow artists. This large share which others took in the works of his maturity accounts for their extraordinary number and dimensions.

During these years the art of Rubens fully developed itself, when he assumed, with "The Elevation of the Cross" and afterward with "The Descent from the Cross," the commanding position among Flemish painters which has never since been disputed. It was at the very height of his creative activity that he painted the picture which is

reproduced on this page, perhaps the most appealing of his religious paintings.

Hanging as the chief gem of the glorious cathedral at Antwerp, "The Descent From the Cross" forms one of the main points of interest in this great Flemish city. The picture is masterful in composition, and in color restrained, yet expressive. While the canvas is a very large one so perfect is the disposition of light that one's eye is unconsciously and immediately carried to the center of interest, the form of Christ, and one finds in the intense lighting just a bit of the masterful art of Rembrandt.

Fromentin has well said that "the Christ is one of the most beautiful figures that Rubens ever conceived; pliant and almost meager, it has an inexpressible slender grace which gives it all the delicacy of nature. In what an exhausted attitude it glides along the winding sheet, with what affectionate anguish it is received by the outstretched arms of the women. How heavy it is and yet how precious to bear!"

"The Descent from the Cross" is generally regarded not only as one of the world's masterpieces, but also as the picture more than any other typical of the highest art of this, the greatest of the Flemish masters.

A NUN'S THOUGHT FOR HER PUPILS.

By "S. N. D."

Mass bell and missal prayer,
And gleam of lifted gold,
And lo! a chalice, fashioned fair,
Christ's Blood doth hold;
And oft as night to morning hour shall grow,
So oft that Blood within the cup shall flow.

Bowed heads and hearts athrill,
And glint of jewel-flame;
And, through the silences that fill
Mass-hour at Notre Dame,
"Lord, keep my children's hearts close unto Thee!"

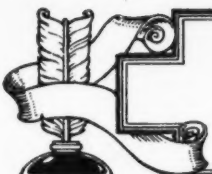
ST. PATRICK'S DAY, MARCH 17.

The glorious Apostle of Ireland, St. Patrick, was born about the year 372. His birthplace is uncertain. In his confessions the saint says that it was Banaven in Tabernia. "At Banaven in Tabernia my father dwelt and I was taken prisoner there." Biographers differ concerning the location of Banaven. The honor is claimed for Dumbarton in Scotland, Boulogne in France, and Whitehaven in England. By race, Patrick was a Gallo-Roman. His father was Calphurnius, a Roman officer. His mother was Concessa, a relative of Saint Martin of Tours. Even at his baptism it was foreshadowed that the destiny of the child was no ordinary one. The priest, aged and blind, could not find water for the sacrament. He took the infant's hand in his own and made with it the sign of the cross on the ground. Immediately a spring bubbled forth. After the ceremony the priest bathed his eyes in water from this miraculous source and regained his sight.


At the age of 16 the saint was taken captive by pirates and sold as a slave to Milcho, a chief of northern Ireland. There he remained six years tending his master's herds. In his confession he thus describes his life: "After I had come to Ireland, I was daily tending sheep, and many times in the day I prayed, and more and more the love of God and His faith was stirred so that in a single day I have said as many as a hundred prayers and in the night nearly the same."

Such was his daily life from day to day until he received a heavenly command to quit the country. "Behold, thy ship is ready, said a voice and the saint set forth for the coast. After a long journey overland he found the ship awaiting him. The master of the vessel, however, refused him passage. Patrick had recourse to prayer. Divine Providence moved the mariner to compassion for the poor slave. He relented and carried the fugitive to France. The next thirty-eight years were spent in penance and prayer and study. During that time Saint Patrick resided first under his kinsman, Saint Martin, at the abbey of Marmoutier, after his death with Saint Germanus of Auxerre, and later at the monastery of Lerins, near the French city of Cannes, whence he went to study at the Lateran College in Rome. In 432 the sainted Pope Celestin consecrated him Bishop of Ireland and sent him forth to evangelize that land destined to be called the isle of saints.

(Continued on page 384)



Discipline as a Factor in Method



By A Sister of Notre Dame (St. Louis, Mo.)

(Continued from Last Number)

Signals for Class Movements.

Teachers should have a code of signals for every movement to be made, and this code of laws should be universally understood. Whatever the signal may be it should not be louder than is necessary for the purpose, it must not be louder at one time than the other, the pupils must be trained to yield instant obedience to it. Some teachers are too impatient to wait for perfect silence, which in a well disciplined school is instantaneous—and thus destroy the effectiveness of the signal and of their own authority.

Let the teacher beware of raising his or her voice to an intolerable pitch in the din of noise. Here I think of the assertion a boy made to a noisy teacher: "Teacher, we are still quite a while, but you do not hear it."

Let the teacher begin with himself, remembering that it is the silencing oil that causes the machine to run smoothly, and causes the motive power to produce the most desirable results. Let him divest himself of the habit of addressing his pupils in harsh, rasping, high-keyed tones, which grate on the ear to result in disorder. Let orders be gentle, but none the less firmly given; let your choice show no doubt or fear that your orders will not be obeyed—a command with slightest lack of self-confidence breathes contempt and leads to a trial of the teacher's governing powers.

Composure in actions, along with firmness, gentle tones and decision of character makes the teacher master of every situation. Let the teacher govern with the eye rather than with the tongue. Let him praise and reprove with the eye. A teacher who has studied and mastered this art has a powerful means of discipline.

Do not, however, force a death-like silence upon your school, nor make the figure of every pupil a model in cast iron. Let the stillness of activity reign, not the quietness of constraint, the stillness of reverence, a serene, soothing stillness; the cheerful devotion to duty rather than the palsy of fear. Govern by your influence, your dignity of bearing, without appeal to fear or force. Thus will the respect for the authority of the teacher and his orders be maintained.

Enforce honesty and truthfulness in word and deed by causing your pupils to appreciate the value of these virtues—not by the promise of reward nor fear of punishment. The discipline in honesty and conscientiousness is exercised in many ways, especially in the avoidance of prompting and copying. It is only a practiced teacher that can understand how dexterously children learn to prompt, how slyly they manage to utter the first word of an answer without moving the head, and how instinctively the questioned pupils take up the hint. Prompting acts in the same way as does simultaneous answering, it accustoms pupils to answer not from their own reflection, but by the help of others, it destroys the habit of self-reliance and is injurious to strict honesty.

Preventing Copying.

Copying from each other is absolutely fatal and must be prevented at all hazards. A criminal who had forged notes for his principal acknowledged when sentenced to the penitentiary that he had acquired this unhappy habit at school by copying his fellows' tasks and passing them for his own without being detected. This fatal habit can be guarded against in many ways: By placing a possible culprit apart from his indulgent classmate, by giving adjoining pupils different exercises, etc. If this bad custom be guarded against in the beginning of the pupil's course, he will gradually become self-reliant. The teacher must diligently watch for every infringement of the rules which prohibit prompting and copying and never fail to notice it when detected; least of all should the teacher prompt or suggest the answer by repeating the beginning of it. A pupil ought to be allowed to struggle through as well as he can, however imperfect his attempt.

The language of questions must be very simple. Use as few words as possible, and let them be adapted to the age and capacity of the class. Remember that questions are not intended to display your own learning, but to bring out that of the pupil's. It is the quality of the experienced questioner to say as little as possible, and to say that little so that the pupil may say as much as possible. Remember always that "It is the business of art to conceal art."

Be careful not to confine your questions to the best pupils; this is a serious fault, and an injustice to the other pupils, who thus fall into a kind of intellectual sleep; they have none of the teacher's sympathies, and derive little or no benefit from the instruction. Give all a due share of your attention, and question dull or indolent pupils as frequently as the others. The idler must constantly feel that the teacher's eyes are upon him, and that any moment he may be startled by a question.

Never allow the class to disturb the answering pupil by shaking of hands or, least of all, by snapping fingers. Such habits make nervous children more so, irritate others and is a fruitful means of creating disorder. Under no conditions allow snapping of fingers. Never come down on a wrong answer with a merciless interruption—this habit exercises a most injurious influence—pupils of such teachers become timid and distrustful. Hear out the wrong answer patiently, do not abuse nor ridicule, nor use sarcasm. Ridicule and sarcasm are the worst weapons in the power of the teacher.

In conclusion, a word concerning "incentives" as means of discipline might be accentuated. The moral efficiency of school discipline depends on the character of the motives by which its ends are secured. If these motives are worthy, the will is free from bondage to low, selfish desires, and the character is strengthened and ennobled. If, on the contrary, they are selfish, the power of the will for virtuous, noble actions is enfeebled.

What think we of the prize system as an incentive to right conduct? Few things in school administration are more difficult than the determining of comparative value in the attainments of pupils. This is true in scholastic attainments, but especially so of an attempt to compare conduct, therefore the promise of prizes as incentives to good conduct is "evil;" it debases the will to selfish motives.

Yet there are some incentives which may be wisely used as means to the end, the lowest of which is the desire for the highest standing—and the noblest of which is a sense of honor and of duty. Let us instill at least the sentiment which will consider high standing an outcome of duty honorably performed and awaken a desire for real standing, not for a sign. Would any father or mother mark the work or conduct of a child by the percentage scale? The child well disciplined is most intensely satisfied with "well done." It is the fact of success, not the reward that should give the satisfaction. Pay not too heavy a price for success.

What we need is more vital discipline and less marking—more stimulating to higher motives than holding out a shining mark at the end of the year—and although we can not discountenance the judicious use of rewards as means of discipline, we must not hold the reward forth as the only goal to be reached.

Let us here remark that rewards bestowed after praiseworthy results have been attained, without the previous promise, do not fall under this objectionable system. Such rewards are tokens of appreciation, and the appreciation of the teacher is a laudable aim for the pupil's efforts.

Do Not Maintain Humiliating Distinctions.

A word concerning first seats as indicative of high standing. It stigmatizes dullness or accidents of birth. How often it is true that low standing of pupils is not due to lack of fidelity but to home circumstances beyond the pupil's control. If you do assign the first place to happy

results of keen effort, let it be occupied only a short time, perhaps a week, then let the first become last and thus afford all your pupils a chance to win in the race. No teacher has a right to push a faithful pupil into the shadow of dishonor. In a well-disciplined school such shadows do not obscure the rays of happiness. Never reward by exemption from tasks which you consider useful, nor punish by imposing such tasks.

To conclude, be economical with praise and blame. Commend faithful endeavor, not the perfect result. Approve the efforts of a poor "little one," a little one in mental capacity.

Let us ever elevate the hearts of our young charges beyond the sordid desires for material satisfaction, and discipline them to exercise self-control, which fosters self-respect, and there are few virtues which are not included in this one. Self-mastery is the basis of self-approval. Self-approval is only possible when one is conscious of having been true, not by force, nor fear. What is true under divine government is true in human government, especially in the family and school.

A word now on punishment as means of discipline. Punishment should be a means to future good, when other means have failed to produce desired results. What justifies a punishment is this: If the offense be not punished it may be repeated and others may be influenced to commit the same fault. Punishments to become a means of discipline must be certain; more depends on the certainty than on the severity.

It must be just; unjust punishments leave a sting which is seldom soothed, and no mistake in school discipline does more harm. Nor has cruelty a place in the discipline of the civilized teacher. The head of a child is too sacred for blows; shaking a child is unworthy. Never assault a child with opprobrious names, it is the most degrading of all punishments. Do not pierce these young souls with bitter words—it is murder in the first degree—and if your pupils hate you, you deserve it abundantly. Above all avoid sarcasm. No one was ever corrected by sarcasm—crushed perhaps, if the sarcasm was clever enough, but brought nearer to God, never!

Let us remember, dear fellow teachers, that it produces a demoralizing effect when pupils associate unhappiness with school or teacher, suffering with duty. Unhappiness is not breathed by the spirit of God. Let us never repulse the wrong doer, though we must punish.

"With the sweet charity of speech,
Give words that heal and words that teach."

Appealing to the Best in Children.

Let us "stoop to conquer" evil—stoop in mercy and sympathy to raise our youth to higher and nobler efforts—but never stoop to lay waste the best feelings of the youthful heart, its love, its happy freedom, its confidence in God's and in our goodness. The youth who has not been taught to look up will look down; and the spirit that does not soar is bound to grovel. Therefore, we, as Christian and Catholic teachers have the strongest means of discipline in our power, because we can and do appeal to the supernatural in our pupils. We teach them that we are in God and of God.

Let us consider that each new day it is our vocation:

New hopes to open in the sun,
New efforts worth the will,
Or tasks with yesterday begun
Now bravely to fulfill.

Fresh seeds for future times to be,
Are in our hands to sow,
Whereby for others and for me
Undreamed-of fruits may grow.

Having said much on the inexhaustible subject of school discipline, I am profoundly convinced that we want an angel from heaven to tell us how to frame a code of laws for this special duty; failing to hear the angel, we would be thankful for a great educational prophet to arise, inspired to teach us how to deal with the complex condition of "discipline," but failing also to hear the voice of the prophet, we must fall back on our own honest efforts, convinced that we teach by our own individuality something which never goes into language, but which penetrates the most secret springs of conduct. Much that is learnt in school is forgotten. But the discipline in truth,

in courage, in faith, hope and love, exerted by a noble teacher will influence not only our immediate pupils, but will travel down long aisles of time to bless future generations.

This is the last word of my paper on school discipline, a subject on which the last word will never be said, as long as the world exists, for this life with all its vicissitudes is but the discipline which God exerts over our human nature to raise it to highest levels in His heavenly mansions.

ST. PATRICK'S DAY—MARCH 17.

(Continued from page 382)

The first landing place of the Apostle in Ireland was at Bray. But the people of that region had no welcome for him. He sailed north and landed south of Boyne in Meath. There as he slept a boy came and strewed flowers over him. The youth was Benignus the future Bishop of

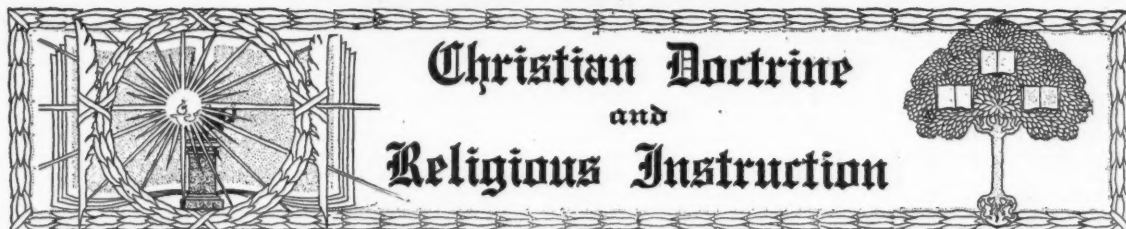


Armagh, Patrick's heir. From Meath he went to Down and thence to Antrim the scene of his captivity. Milcho his old master is said to have committed suicide before the saint could reach him, but his children became Christians.

Easter of 433 found St. Patrick at Tara, the national sanctuary. The Irish were waiting for the sacred fire to flame forth from Tara's Hill. But on Holy Saturday Saint Patrick lit the Paschal fire on the hill of Slane over against Tara. The Druids stormed and demanded the death of the offender. But the miracles of Patrick conquered the Druids. The king and his people were converted. It was here that the Apostle stooped and plucked the three-leaved shamrock to explain the Trinity. From Tara he went to Leitrim, where he destroyed the great idol of Crom Cruach by stretching forth his staff.

The next seven years were passed in Connaught. Thence Saint Patrick traveled through Donegal, Tyrone, Antrim, and Munster. It was at Cashel, while preaching to the men of Munster, that he pierced the foot of the young Prince Aengus with his crozier. In silence the sufferer bore the pain until the end of the instruction. When asked why he had not cried out, he replied: "I thought it was the rule of faith," an answer which is the key to Irish patience and resignation, the first: "Welcomed be the will of God." After his labors in this province Saint Patrick returned to Ulster. He died at Saul in 493, at the age of 120 years.

The Apostle of Ireland was 60 years of age when he began his work in a pagan country. At his death, although he had not visited every nook and corner of the island, it was Christian. He had accomplished a wonderful work in one achievement alone, his winning a people of such natural loyalty from the Druids. He had built over three hundred and sixty-five churches, had consecrated as many bishops, had established schools and convents and had held synods. But the greatest of all his works he had laid the foundation of a national faith unsurpassed in steadfastness and zeal by that of any nation. Of his sons begotten in Christ could it be truly said: "Their sound hath gone forth into all the earth and their words unto the ends of the whole world."



THE HOLY SEASON OF LENT DEVOTION TO THE SACRED PASSION

A Talk to the Class by Rev. Madame Cecilia (St. Andrew's Convent, London, England. Concluded From Last Month.

The following will make an excellent reading or talk to the class at this period of Lent. The writer is directing herself to girls, but the material is just as suitable for classes of boys and may be adapted for same very readily by changing the wording in a few places. The lesson is from a book entitled "More Short Spiritual Readings for Mary's Children."—Benziger Brothers, N. Y.)

In the Church of God we find many devotions, that is, many different aspects of the life of Our Lord, of the attributes of the Blessed Trinity, to which special honor is paid. For example, we have the devotion to the Sacred Heart, to the Five Wounds, to the Precious Blood, to the Fatherhood of God, to His Divine Providence, and so forth. These devotions are encouraged by the Catholic Church, and in many cases she has directly proposed them, in order to excite our piety and love. Of these popular devotions, all do not appeal to the same person; some suit one kind of character, others appeal to those of an opposite temperament. But there are sufficient for all, and in the matter of devotion we are free to choose those which have for us a special attraction, since such are more likely to be beneficial to our souls.

Of these manifold devotions, there are some which are more essential than others, and among these we must class the devotion to the Sacred Passion of Our Lord.

Let us make a little meditation on this subject. We will make three considerations:

1. Motives for practicing this devotion.
2. The advantages of so doing.
3. The means of acquiring it.

1. Reasons for Cultivating Devotion to the Sacred Passion.—Among the many motives which urge us to think often of the Sacred Passion, we will choose six.

a. We are redeemed by the Precious Blood, consequently it is right to think of the price which Our Lord paid for our redemption. Jesus took flesh, He labored and toiled for our salvation, and He ended His earthly life by shedding His life-blood for us, amid the tortures of His Passion. Throughout His terrible sufferings, He thought of and loved each one of us individually, and this supplies another motive, namely gratitude, for honoring His Passion.

b. Gratitude is a virtue which characterizes noble souls, and should we not find many such among those who are consecrated to the Queen of heaven? We are profuse in our thanks to those who bestow some material benefit upon us—a gift of a few thousand dollars would procure our lasting gratitude to the giver. Shall we be less grateful to Our Lord, who has given us the means of procuring eternal salvation?

c. Again, we are bound to love God, and how can we fulfill this precept if we rarely think of the inestimable graces He has purchased for us?

d. This devotion to the Passion is brought before us daily by Holy Church, as, morning by morning, the Sacred Victim is offered on her altars. The Holy Mass is a memorial and renewal of the Passion, and thus daily the Church invites her children to meditate on this mystery of love.

e. All God's saints have been penetrated with this devotion, some passed their whole lives meditating on it, and we can not do better than imitate them in our degree.

f. Lastly, the devotion to the Passion will never end. Throughout eternity the "new canticle" will re-echo through the vaults of heaven: "The Lamb that was slain

is worthy to receive power, and divinity, and wisdom, and strength, and honor, and glory, and benediction." Eternally the redeemed will be clad in robes that have been "washed" and "made white in the blood of the Lamb." It befits us, then, to begin to learn on earth this canticle that the blessed sing in heaven, and in which, one day, we hope to join with them.

2. The Advantages of Devotion to the Passion.—These are so numerous that we cannot give all, so let us select a few which will suffice to convince us that we ought to cultivate this devotion. As we contemplate the sufferings of Christ, we see how sin was punished in Him, though He was sinless. Yet, since He stood before God as our surety, our iniquities were visited on Him. Often we speak of some transgression as a little sin, but if we study the Passion and realize what our sins cost Him we shall involuntarily exclaim, with a holy servant of God, "This sin may be venial of its nature, but it is mortal for my heart." Thus meditation on the Passion helps us to keep from sin. It teaches us the value of a soul, since sinners are redeemed by nothing less than His precious blood. By thinking often of the Passion, we console Our Lord for those who forget Him, and who, as far as it lies in their power, "crucify again to themselves the Son of God." Our life is full of trials and sufferings, and what better remedy can we have to relieve us than the consideration of the agony of Our Lord endured for our salvation? In our dark hours we instinctively cling to the cross, and at the hour of death the crucifix is our greatest treasure. All these are powerful reasons for cherishing a devotion to the Passion.

3. The Means of Acquiring It.—Many might be suggested, but the subjoined are the principal:

a. Desire this grace earnestly, for without this desire we can not expect to attain it.

b. Pray for it, since God has promised to hear our petitions, and we know that this one must be agreeable to Him.

c. Read daily something on the Passion, especially during the holy season of Lent, and use some devotion in honor of the Passion, e. g., The Litany of the Passion, Prayers to the Five Wounds, the Way of the Cross.

d. Make some little act of mortification daily, as a proof of love for Our Lord, and accept without murmuring whatever trials He may send us.

In conclusion, Child of Mary, having made this little meditation as I have suggested, pause and ask yourself this question:

What can I do this Lent, in order to increase my devotion to the Passion?

Then choose some little practice of devotion and some act of mortification. Practice both faithfully during Lent, and lest you should forget your good resolutions, write them down and read them over each Sunday during the penitential season.

The Precious Blood and the Passionside.

The holy season of Lent, and more particularly Passionside, brings to our minds the thought of the Precious Blood, so, as these days of penance come round in the cycle of the ecclesiastical year, it is well to meditate on the price of our redemption that we may increase in charity and gratitude for this unspeakable gift. We are "bought with a price" and the ransom laid down by Our Redeemer was nothing less than His precious blood. How freely He gave His life-blood for our souls. It flowed at the circumcision, in Gethsemani, during His bitter Passion, and even after His death on the tree of shame "there came out blood constantly and generously and loved us "unto the end."

What marvelous effects that blood accomplishes! By it every creature's ransom is paid, the souls in purgatory are delivered when it is offered for them, while the saints have all cleansed their robes in the blood of the Lamb. The

Church on earth, in purgatory, and in heaven owes its redemption to the Precious Blood. How often we profit by it during our lifetime! To it we owe the priceless blessings of the sacraments. By its merits we were purified in holy Baptism, and as often as we have made a good confession the Precious Blood has cleansed and healed our souls. Frequently our spiritual life has been nourished and strengthened by it in our communions and we have been enabled to toil on in the narrow road that leadeth to eternal life.

As the Israelites who had sprinkled the blood of the lamb on their doorposts were saved from the angel of God's justice, so we have been protected from the fiery darts of Satan by the Precious Blood. Jesus has marked

(Continued on page 405)

CLASS INSTRUCTIONS ON CONFIRMATION.

From Outline Studies Recommended to Catholic Teachers by Cardinal Vaughan.—The Points in the Explanation are Numbered to Facilitate Questioning.

Faith of our Fathers! living still,
In spite of dungeon, fire, and sword;
Oh, how our hearts beat high with joy,
Whene'er we hear that glorious word.
Faith of our Fathers! Holy Faith!
We will be true to thee till death.

(Before the Religious Instruction begins.)—Prayer to the Holy Ghost.—Come, Holy Ghost, fill the hearts of Thy faithful, and kindle in them the fire of Thy divine love: send forth Thy spirit, and our hearts shall be regenerated. And Thou shalt renew the face of the earth.

Hail Mary.—Hail Mary, full of grace, the Lord is with thee. Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Pure Intention.—My Jesus, I do all for the love of Thee.

SACRAMENT OF CONFIRMATION.

Confirmation: Definition.—1. Confirmation is a sacrament by which we receive the Holy Ghost, in order to make us strong and perfect Christians and soldiers of Jesus Christ.

Confirmation a True Sacrament.—2. Confirmation is a true sacrament, with the three things required for a sacrament—3, namely: outward sign, inward grace, institution by Christ. 4. Confirmation is named second among the sacraments—because in the early Church, it used to be given immediately after baptism.

A Sacrament by which We receive the Holy Ghost.—5. By the sacrament of Confirmation we receive the Holy Ghost. 6. The Holy Ghost is the Third Person of the Blessed Trinity. 7. The Holy Ghost proceeds from the Father and the Son. 8. He is equal to the Father and the Son, for He is the same Lord and God as they are. 9. God the Holy Ghost is a pure spirit—we cannot see Him as He is, until we die.

10. Twice the Holy Ghost has shown Himself under a visible form. 11. The first time was at the Baptism of our Lord, when the Holy Ghost came and rested over our Lord's head in the form of a dove. 12. The second time was on Whitsunday, when the Holy Ghost came down on the apostles in the form of "parted tongues, as it were of fire." 13. (Acts ii. 3.) 14. The Holy Ghost is not really a dove, and He is not really visible fire; 15. but on these occasions He took the form of a dove and the form of tongues of fire, to make Himself visible to man.

16. The Holy Ghost is often called the Holy Spirit. 17. Spirit is the Latin word, and ghost is the Saxon word, for the same thing. 18. A ghost or a spirit is a living being without a body. 19. God is the Supreme spirit, that is, the very highest and holiest of all spirits. 20. Because God is so Holy, we call the Third Person in God, the Holy Ghost or the Holy Spirit. 21. Another name for the Holy Ghost is Paraclete. 22. Paraclete means Comforter. 23. The Holy Ghost is called the Comforter because He brings comfort to the soul.

A Sacrament which Makes us Strong and Perfect Christians and Soldiers of Jesus Christ.—24. At our baptism when we are made Christians, we first receive the Holy Ghost. 25. We then become His temple.—St. Paul says,

"Know ye not that ye are the temples of the Holy Ghost?"

26. From this time forward the Holy Ghost dwells always within us as in a temple, unless we drive Him away by mortal sin. 27. But the sacrament of Confirmation completes Baptism. 28. It gives us the Holy Ghost more fully. 29. Before we are confirmed we are children in the spiritual life, after we are confirmed we are full-grown. 30. Baptism makes us Christians, the Holy Ghost in Confirmation makes us strong and perfect Christians. 31. Baptism makes us children of God, the Holy Ghost in Confirmation makes us soldiers of Jesus Christ.

Outward Sign.—32. The outward sign of Confirmation consists of (1) what is done and used by the Bishop; (2) what is said by him while giving the sacrament. 33. The first of these is called the Matter; the second is called the Form. 34. Matter and Form make up the outward sign of a sacrament.

MATTER. (Done and Used by the Bishop.—35 The "Matter" in Confirmation includes the Imposition (or Laying on) of Hands and the Chrism.

36. There is the General Imposition of Hands at the very beginning of the ceremony; 37. when the bishop, turning to the people and stretching out his hands over all together, prays that the Holy Ghost may descend upon them with His sevenfold gifts. This first imposition of hands is ordered by the Church, and those who are going to be confirmed are bound to be present for it.

39. The Second or Particular Imposition of Hands is when the bishop anoints each person separately. 40. The second imposition is absolutely necessary. 41. Without it the sacrament would not be validly given—there would be no sacrament of Confirmation at all. 42. (The imposition of hands absolutely required is the act by which the bishop with his thumb puts the chrism on the forehead.)

43. The Chrism, used by the bishop for the anointing, is made of olive oil and balsam; 44. it is solemnly consecrated by the bishop once every year, on Maundy Thursday. 45. To anoint is to put on oil. 46. The bishop in confirming anoints when he puts the holy oil or chrism on the forehead. 47. Chrism is most sacred and lay persons may not touch it. 48. A priest, attending on the bishop, usually wipes the holy chrism from the forehead, as soon as each person is confirmed.

49. The oil and balsam of the chrism typify the various graces of Confirmation. 50. Oil when burning gives light—the Holy Ghost when received in Confirmation gives spiritual light to the mind and heart. 51. The olive tree in the time of the Jews was taken as symbol of joy and gladness—the olive oil in the chrism signifies the fulness and gladness of grace poured into the soul by this sacrament. 52. Oil penetrates everywhere—the grace of the Holy Spirit penetrates the whole soul. 53. Oil is often used for food, thus providing bodily nourishment—the graces of Confirmation are nourishment for the soul. 54. Oil gives strength and activity to the limbs of the body if they are rubbed with it—55. The Holy Ghost gives energy and strength to the powers of the soul.

56. The balsam which is mixed with the oil has a very sweet smell—57, this shows the sweetness of virtue in souls, when the Holy Ghost dwells in them. 58. Balsam is able to heal, and also to keep things from corrupting or spoiling. 59. In the chrism of Confirmation the balsam typifies the healing power of the Holy Spirit, 60. the power the sacrament has to keep the soul true to God—not falling off in His service.

FORM. (Said by the Bishop.)—61. The words said by the bishop whilst he anoints the forehead are necessary to complete the outward sign. 62. These words are called the Form of Confirmation. 63. The bishop says: "I sign thee with the sign of the cross, and I confirm thee with the chrism of salvation, in the name of the Father, and of the Son, and of the Holy Ghost. Amen." 64. To sign is to put a mark or a seal to something. 65. When the bishop confirms, he applies the chrism in the shape of a cross—thus signing or marking us with the cross. 66. To confirm is to strengthen. 67. The bishop strengthens us with chrism, which he calls the "chrism of salvation." 68. He gives the sacrament in the Name of the Blessed Trinity; 69, because the power the sacrament contains comes straight from God—one God in three Persons. 70. Whilst naming the Father, Son, the Holy Ghost, the bishop makes three small signs of the cross over the head of the person confirmed—one in honor of each of the three Divine Persons. (To be Continued in Next Issue.)

The Catholic School Journal
Studies of Noted Paintings

387

Miss Elsie May Smith

LANDSCAPE WITH MILL—JACOB VAN RUYSDAEL

To the traveler in Holland there is no sight so familiar as the vast, slowly moving windmills with their great outstretched arms and substantial structures built to withstand the storm and stress of many winters. To an artist the picturesqueness they give to a landscape is very pleasing.

Ruysdael, the greatest of Dutch landscape painters, treats this subject in his painting known as "Landscape With Mill." This is one of the most imposing and beautiful of his paintings, representing a dead calm before a storm. At once we feel the bold

originality of his treatment, shown in the enormous windmill on the hillside, the magnificent cloud effects overhead, and the placid waters in the foreground. This picture is a fine illustration of a perfect command of chiaroscuro—the distribution of light and shade in a picture. Such mingling of sunshine and shadow, so beautiful and so impressive, gives to the scene an air of sadness. The sun is sinking below the line of vision, but its rays gleam upon the heavy clouds just ready to break into showers of summer rain. The shadows of the clouds are repeated in the surface of the quiet river. No breeze stirs the limp canvas of the little sailing boat. Against this background of quivering mottled sky, the gigantic windmill with its far-reaching arms stands out in clear relief. The arms, placed in a very graceful position, are silhouetted against the sky, thus increasing the effects of its lights and shadows. Notice the light and dark portions of the tower and how carefully all the details are given. The windmill rises high in the picture, giving a sense of impressiveness which is very charming. Observe the cluster of trees at the base of the tower, also the buildings above and behind the windmill. The tall masts of the boat, hidden behind the point of land, like the arms of the windmill, stand out clearly against the sky. Note the palisade fence along the water's edge, in deep shadow around the small cape, diffused with light in the foreground. Notice the three women with their white caps and aprons on the road above it.

The play of the lights and shadows upon the water is especially beautiful. There is the clear brilliance of the water in front and beyond the sailing boat, whose white sails contrast well with the line of gray hills on the horizon; the dark water shadowed by the cape, and brilliance again in front, where the waves are tipped with white crests of silvery foam. These waters wash the dark shore-line, in the extreme foreground, whose

waving rushes give the only suggestion of a faint breeze found in the whole scene.

Here the artist has succeeded in the effort to paint his mood of sadness. But it is by no means all sadness nor did Ruysdael intend that it should be. There is

warmth and cheerfulness as well. Perhaps the most wonderful thing about the whole picture is the sense of expectancy that it conveys. One might stand before the original and be so lost in studying its beauty as to remain unconscious of all time. One critic who has had this experience says: "I have felt at times that this picture was really the most entrancing thing I had ever beheld."

Questions for Study

This is a scene in what country? How do you tell?

What is the first impression which

"Landscape with Mill"—Jacob van Ruysdael



the picture gives you?

What do you consider the most striking thing in this picture?

What would you think was about to happen, judging from the sky?

What is the time of day? Where is the sun?

Describe the sky. Describe the windmill.

What is the season of the year?

What is the body of water shown here? How can you tell?

How many vessels do you see upon it?

What kinds of vessels are they?

What separates the shore-line from the water?

How many people do you see on the land?

How are they dressed?

How many buildings do you see? What are they?

Is there any vegetation in this picture? What kinds?

Where does the reflection of the sky fall?

Do you think the lights and shadows are skillfully treated in this picture? Are they beautiful? Do they add to the beauty of the whole?

Do you think the position of the windmill is impressive? Are the arms of the windmill gracefully placed?

Are the clouds here shown beautiful? Had the artist carefully studied clouds?

What do we mean by a landscape picture?

Do you like a landscape picture as well as one where persons form the chief interest?

Do you think this is a beautiful picture? What makes it so?

Do you think the artist was trying to tell something?

What was he trying to tell?

Was he saying more than that a storm was about to break?

Do you think there is an air of sadness in this picture? A sense of majestic, imposing beauty? If so, why?

Does it owe its chief attractiveness to this?

Would you like to own such a picture?

THE ARTIST

Jacob van Ruysdael, the greatest of the Dutch landscape painters, was born in Haarlem, Holland, about the year 1629. The exact date is uncertain. His father, a cabinet-maker, designed him for the study of medicine, but his remarkable inclination toward art, revealing itself at a very early age, determined his profession. He painted a picture when twelve years of age that astonished artists and amateurs. Salomon van Ruysdael, his uncle, was his earliest instructor. He was also a pupil of Izack van Ruysdael, his brother. In 1648 he joined the guild of St. Luke at Haarlem, and in 1659 obtained the rights of citizenship at Amsterdam.

Ruysdael is the most reserved of all Dutch masters, and the least likely to captivate the eye at first sight. He was one of those unusual spirits whose inwardness is revealed little by little,—“a lofty soul, grave, tender, and tranquil.” He loved the country and communication with its silent nature, far from the world with its restless activity. Here he was a solitary rambler, simple, natural and dignified; painting the gray side of nature as best harmonizing with his own reflective and habitually pensive mood. He loved mists and clouds, moist and shady glens, rocky declivities and breadth of the one better expresses the grandeur and breadth of the heavens, which he veils with clouds. He possesses a charm of his own while his supreme quality is a sense of calm, a deep serenity that is born of the reflective temperament and finds its justification there. Better than any other artist does Ruysdael unite a feeling for the poetry of Northern nature and perfection in representing it. He generally chose the flat and homely scenery of his native land. A shower just past or impending is suggested. These dark skies, together with the gloomy

sheets of water reflecting them, often shown by Ruysdael, give his pictures an air of melancholy. Foaming waterfalls attracted him, or a pile of bare rock with a dark lake at its base. He also loved to paint the sea, showing it with raging, agitated waves whose movement and fluidity he represented with great truthfulness. His genius is well displayed in these sea-pieces, which are marvels in their way. His early pictures show an extraordinary minuteness of detail in which all objects—trees, plants and every diversity in the soil—are represented.

Ruysdael was a true pioneer in the field of landscape painting and as such he met the usual fate of pioneers. He was one of the very first artists to paint pictures where the landscape, and not the people, was the center of interest. No one before this had appreciated the beauty of nature sufficiently to make it the center and theme of a picture. This was such an innovation that Ruysdael's pictures were not appreciated enough to create a demand. His great labor did not enrich him, no one dreamed of his genius, and he was hampered by poverty to such an extent that he came to dire want in his old age and died in an almshouse.

A picture of his called “Gleam of Sunshine” is now at the Louvre, in Paris. Its beauty, refinement and the quantity of work put upon it fairly astonish one. Here Ruysdael seems to touch the limit of his skill. “The Thicket,” and “The Tempest” are other pictures in the same gallery. Other pictures of his which may be mentioned are “A Coast View at Scheveningen,” a gay piece, “Landscape with Ruins,” “Landscape with Waterfall,” “Forest Scene,” “Storm on the Dikes of Holland,” “Waterfall in Norway,” “Agitated Sea” and “Marine View.”

Ruysdael's greatness and genius were discovered by later generations and some of his pictures have brought fabulous prices in modern times. Poor Ruysdael would have considered himself rich if he could have realized a fraction of these sums. His pictures are found in many of the most important galleries of Europe. He died in Haarlem in 1682.

STEREOPTICON SLIDES ON THE MEAT PACKING INDUSTRY

Today, when schools are eager for material illustrative of the leading American industries, to be used in connection with the study of commercial geography, it is gratifying to know that it is possible to obtain a series of stereopticon slides completely illustrating the

More than sixty in number they cover the ground very completely.

A lecture giving a comprehensive history of the meat industry from its small beginnings until the present time, when it has assumed such gigantic proportions that its products are shipped far and wide, accompanies the slides. This lecture describes in attractive fashion all the points in connection with the industry which one wishes to hear about, and fully explains the accompanying slides. The introduction gives one an idea of the enormity of the present business. The first slide shows



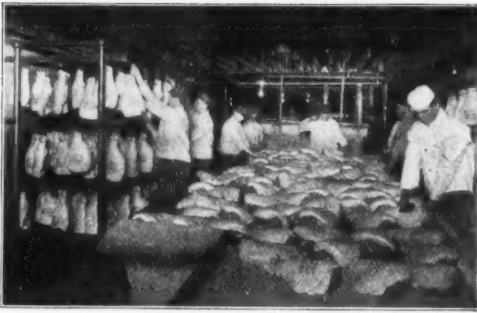
View of a Chicago Meat-packing Plant

meat packing industry. These slides cover in a most comprehensive and interesting manner all phases of this important American industry. Perhaps there is no other one branch of human labor that includes a greater diversity of output than the meat industry with all its different regular departments in addition to its many by-products. These slides include views of all these interesting features from the arrival of the live stock to the distribution of the finished products in the retailers' stores, and the display of such by-products as soap, buttons, and paint brushes. There is no way in which teachers may better present to their pupils concrete material bearing upon this subject, or insure to them a more intelligent conception of this branch of industry than by bringing before them these slides,



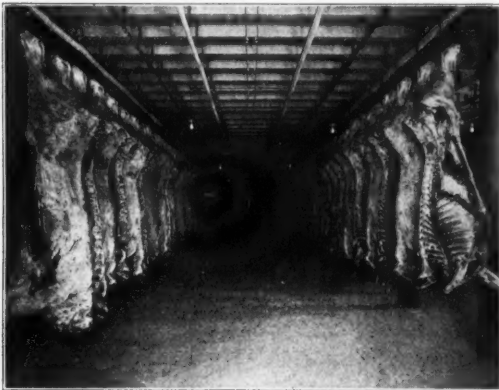
Dressing Beef

how the Chicago Stock Yards looked in 1861, and the second how the Union Stock Yards look today. These two slides measure the progress achieved in half a cen-



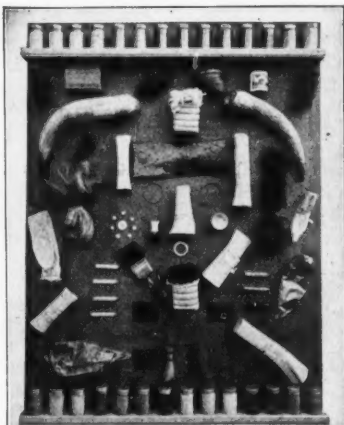
Inspecting and Branding Premium Hams

tury, and are a graphic epitome of the history of these years. A slide showing a train of live stock is followed by one showing the way in which hogs are unloaded. The cattle brand inspectors, those important men whose work discourages cattle stealing on the ranges, are next brought into view, as well as the cattle buyer and commission man making a deal. The various inspections to which the live stock and the dead animals are subjected before they receive the Government's approval to be sold as meat, are shown in various slides. The different coolers, the curing of hams, the interior of the



Beef Cooler

smoke house, the wrapping rooms, and the making of sausage, are all shown. The precautions which are taken to insure perfect cleanliness, and a smokeless atmosphere in "Packingtown" are also brought out. Several slides are devoted to the various phases of the sheep and beef industries. The commercial cuts of beef are shown



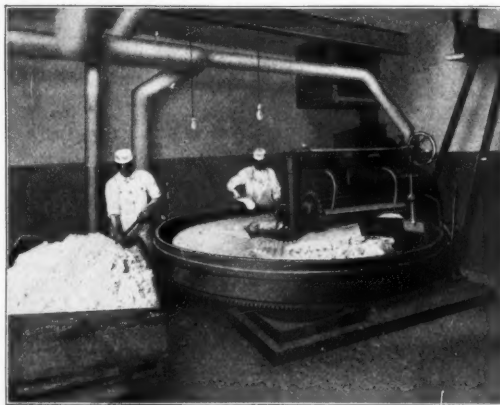
Packing House By-products

by means of a diagram. This will prove of interest to the girls studying domestic science. Attention is called to what the federal and state governments are doing to encourage the use of the cheaper cuts of meat. A very interesting slide shows some of the less-known by-products which constitute such a fascinating phase of the industry. Thus a glue, soap, sausage and oleomargarine factory represent different attempts to solve satisfactorily the problem of making the by-products financially valuable, and thus lessening the total cost of production. The same is true of the animal food and fertilizer plant, the hide cellars, wool house and lard refinery. These aspects of the subject are all carefully illustrated by appropriate slides. A view is given of the well equipped laboratory which is maintained that a staff of chemists may have adequate facilities to analyze samples of the finished products to see that they meet required stand-



Pork Cooler

ards. Slides are given showing the modern refrigerator car and the way in which it has revolutionized the industry by making it possible to distribute meat products in places far removed from the stock yards. A view of samples in a retailer's window completes the wonderful chain which no one can follow without realizing



Oleomargarine Worker

what an important and highly organized industry has grown up out of the desire to furnish fresh meat to all the world in the most scientific and satisfactory manner.

These slides are an education in themselves as applied to one of the fundamental pursuits upon which the happiness of the human family depends. No school equipped with a stereopticon and interested in commercial geography can afford to be without them. They will furnish the basis of many interesting and instructive lessons which the pupils can get in no other way. The slides may be purchased from the McIntosh Stereopticon Company, 414 Atlas Block, Chicago, Ill.

The Catholic School Journal

March Drawing and Handicraft

W. D. Campbell, Director of Art, Public Schools, Columbus, Ohio

March is a month of changes—wind, sleet (snow possibly)—then rain, dampness, and by the 21st of the month we hail the first signs of spring. How the year slips by! But not so the task of enlightening the eyes and minds of our youth. We have a serious, yet joyful mission. One of the grandest occupations born to any mortal, and so make the most of your opportunities. Before we let the spring and its "effect" come to us, let us strive to get "in" several splendid weeks of real inspiration and results. The pupils are all eager to glean from you, their leaders, any new ways of "fixing" in their minds the great truths that they hear of all about them. I feel sure that they wish to succeed, and

given in previous articles and look at our "Illustrations" in this issue and plan other correlated story illustrations. Remember, March is a month of "wind" to the children, and so bring in kite flying and any subject matter dealing with blowing and action and movement.

INTERMEDIATE GRADES

"Free-hand Perspective"

This is a rather difficult subject to teach thru correspondence, so I would advise those who are following this course, to seek other simple text books and drawing books, to help solve the problems.

There are two kinds of perspective generally used in elementary drawing work. Parallel and angular per-



Toy Ice Boat. Third Grade

so look to you, to "keep them going." Many a time I wish I might see your class results, so as to more intelligently guide you from wrong impressions, but as it cannot be, just classify in your mind every few months, the faulty points and "try again."

PRIMARY WORK

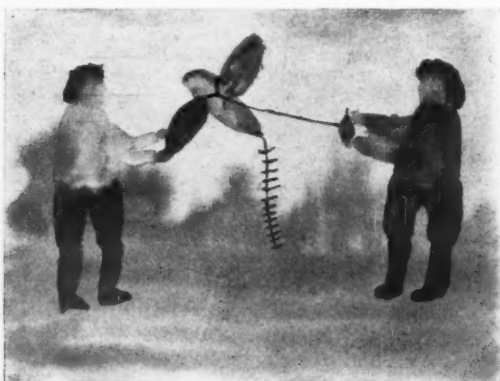
This month I shall let you work out your own salvation and only suggest that you "review" the methods



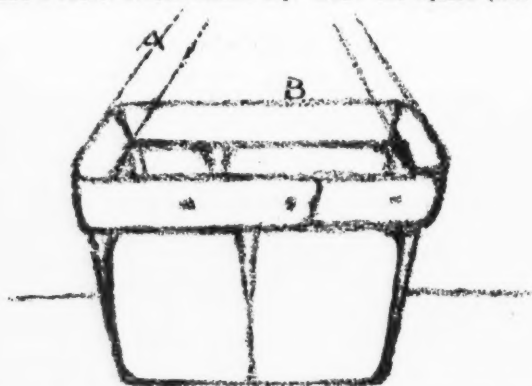
Windy Weather. Second Grade

spective. The first named, is not so interesting and is not commonly employed, as it deals with unusual positions. But as it leads up to the more interesting, and gives a beginning in use of terms, etc., I shall try to be as clear as possible.

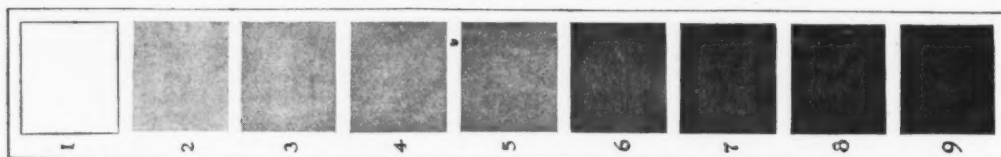
Place before you, a trifle below your eye, a cube or square box. You can see now, in effect, a square front and a rather foreshortened top. Draw the square (free-



Kite Time. Third Grade



Parallel Perspective. Receding lines converge to one vanishing point on level of eye

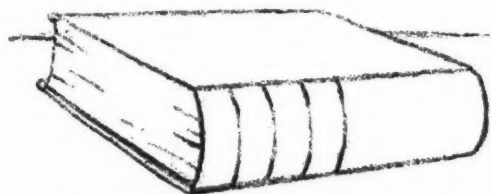


Value Scale (See February article)

hand) with light pencil lines, near bottom of paper, say 9 x 12, the 12-inch side vertical. This will allow the vanishing point to come on the paper.

Now look at the upper right hand corner of your cube. Can you see that the line that goes away from you toward the back edge of your cube, slants? Which way does it appear to slant? If you cannot see it, then take a pencil, hold your arm out full length, close one eye, hold the pencil vertical, so that it seems to come

spective" because the horizontal edges of the box or book or cube are all parallel to your eye and must be strictly placed in that position, when making drawing. In the April number I shall take up "angular perspective."



Angular Perspective. Box Corrected Into Book

right at the angle of the right hand corner. Your pencil being vertical, will show that the receding line or edge appears to slant toward the center somewhere. Now it is a good scheme to draw a freehand vertical line from the center of the base of your drawn square right up thru the middle to the top of your paper. If you have determined the slant of that receding edge, let the line be drawn out until it crosses this center line. Where it touches will be the center of vision or vanishing point for all receding edges. Then find the left-hand corner of your cube and then look at the upper left-hand corner of your drawn front square. Simply draw a line to meet that point or vanishing point. (See illustration marked A, which shows the slant lines, the vanishing point is out of the paper) and you have found the slant of the sides of your box or cube. Next determine the apparent width of the top and draw a horizontal line across (see illustration marked B) and go over all sketch lines with broad grey line and you have a finished drawing. This is called "parallel per-



Light and Shade in Pencil

GRAMMAR GRADE WORK

Light and Shade

After you have tried the values as taught in the February number now proceed a step further to light and its shade.

If an object is placed so that the light strikes it from one side, it obstructs the passage of that light and makes a shadow, which is cast upon the surface upon which the object is placed. Also the object itself receives only on the side turned toward that light, the full light, and as the light cannot get to the other side that side is in the dark, and hence we say it is "shaded." How to render those two effects, which are as subtle as the object itself, is what we are striving for.

Place at first a single object, not too dark in color nor too light, and look at it intently for a few moments. If you cannot perceive easily that difference, then squint or half close your eyes and look again. This will seem to darken and define the shadow for you. Now make a very careful outline sketch in pencil, extremely light in line.

Possibly if your object be a highly glazed one, you will see bright spots, on the side toward the light. These are called "high lights." Let the white paper remain uncovered for these shapes (I would locate them with light black lines) and then proceed to place strokes of broad lead lines, following, more or less the planes and surfaces, as indicated by your object. Cover the light side with its tone of gray, and when you place the shadow bear stronger upon your pencil and bring contrast and snap into your darks. Watch for accents under handles and edges and look for dark accents, where the object touches the foreground. At first I would not place any backgrounds nor foregrounds. (See February



Group in Pencil Values. Sixth Grade

article.)

Then try simple groups, suggestive of stories, such as reading books and candle stick, writing, possibly (ink well and pens), etc., etc.

It may seem wise to keep your drawings rather small. By that I mean one group in an enclosed oblong on, say, 6 x 9 inch white paper. This will allow pupils to get definite "stroke," which is so essential to characteristic pencil work. I do not like to get wooly effects, where no strength or force has been effected and where a fine

outline drawing is entirely lost because no accents or contrasts have been sought. Please take this advice: Practice making strokes with flat side of a very soft lead (big lead) pencil before attempting to place the light and shade. I have spent two years with our teachers working toward "stroke"—vigorous pencil handling. If you have good copies of pencil landscape, let your pupils interpret them merely for the manner of use of stroke!

Pupils Train Each Other in Language

Clara Beverley, Supervisor of English, Detroit, Mich.

Comenius believed that a method should be developed by means of which teachers would teach less and learners would learn more.

There are some school rooms in which the teacher's voice is always the dominant thing. Young teachers, particularly, are apt to think that they are not teaching unless they are talking.

Training pupils to train each other is a difficult art, but it is well worth while. Where pupils hold each other responsible for intelligent reading and for correctness in composition, a recitation is a matter in which the entire class is interested. In the end, of course, the character of comments made by pupils will reflect the training they have received.

OBJECTIONS TO METHOD

The objection is sometimes made that class comment is pretty sure to become mere criticism and fault-finding. Where the method has been worked out carefully and intelligently, however, no such result follows.

Take, for example, an instance from an exercise in story reproduction. We will suppose that all members of the class are familiar with the story. One pupil begins to tell it in this way:

"Once there was a little girl, and she was so poor she had to go barefoot in summer and in winter she had to wear wooden shoes and they hurt her and so the shoe-maker's wife made her some shoes out of some red cloth and, etc., etc."

When comments are called for someone will probably say, "He used too many **ands**." Now, let the teacher call on the critic to tell part of the story himself. Thus put upon his mettle, he will make heroic effort to discard the superfluous **ands**. The effort will be a revelation to him and he will realize how much easier it is to criticize than to correct.

If the critic finds fault with a certain expression, let him suggest a better one. This also is very enlightening and it serves the purpose of making pupils keenly observant of the author's version of a story.

After a pupil's version has been considered and improved in accordance with suggestions of his teacher and classmates, let him take the book and read aloud from a corresponding part of the text. Then ask the class to mention words and expressions which might be used in telling the story again. Story reproduction by individual pupils and class participation in the work of correction and improvement serve to interpret the text and to give life and meaning to reading exercises.

AMUSING COMMENT

Comments by pupils are sometimes amusing. A boy in the fifth grade told a little story about a French noble who was imprisoned during the Reign of Terror. There was a toad in his cell which he kept carefully hidden from the jailer, fearing lest the only living thing about him might be taken away.

Another boy made this comment: "Herbert, the first time, you called that a toad and the next time you called it a frog."

"Well," replied Herbert, "I didn't want to call it the same thing twice."

The class had been trained to avoid the too frequent repetition of the same word.

In the end, nothing more faithfully reflects the standards and methods of the teacher than the comments made by pupils. The method is wonderfully effective when intelligently used.

WRITTEN COMPOSITIONS

The correction of written compositions in higher elementary grades is always a problem. Teachers solve it in different ways.

A composition may be read aloud and corrected, in part at least, in the manner already indicated.

One very common fault is the lack of agreement between the pronoun and its antecedent. This error often occurs in compositions which are otherwise particularly good and it takes some ingenuity to avoid it. It is the most noticeable fault in the following little sketch.

A Lake Captain

A lake captain used to live near us a few years ago. He was a middle-sized, broad-shouldered man, with a pleasant face and clear grey eyes. He ran away from home when he was twelve years old, and when he was a little older he educated himself.

He always bought everything in large quantities. For instance he would buy barrels of apples, potatoes, and fish, a whole cheese, and I remember one time when he bought two bushels of peanuts. Whenever anyone went to see him they never left without a fish or something else which he thought particularly fine.

Once when he was crossing Lake Michigan during a terrible storm he came across a schooner which had been wrecked. The crew had lashed themselves to the masts and had been out in the storm twenty-four hours signalling passing ships, but none had gone to their aid, because it was too dangerous. The lake captain with great difficulty rescued the crew and carried them to a place of safety."

The class should comment on the composition as a whole before going into details. Is the name suitable? Has the composition been well planned? etc.

PUPILS OF FOREIGN PARENTAGE

Owing to the mixed character of our population, no one method of dealing with English composition can be prescribed. In some city schools a majority of the pupils hear no English at home. Teaching these children to use the English language and to assimilate American ideas and ideals is one great work of our public schools.

Children of foreign birth who come to America quite young learn with wonderful rapidity under proper conditions. The practice of oral composition and the method of class comment are very effective. As soon as these children have a little knowledge of English they may be led to narrate little details of life in the old home. This puts matters on a proper footing. The foreign pupil has some thing interesting to say and his American classmates help him to say it.

Aside from its value for training in English, this method develops a spirit of courtesy and an interest which makes every lesson pleasurable.

Nature Study

Sarah V. Prueser, Defiance, Ohio

THE ASCENT OF SAP

The ascent of sap is looked upon as one of the wonderful phenomena of springtime. When it ascends depends not so much upon weather conditions as on the amount of rest the plant may have had. For in many plants it begins in the depth of winter. Examine a tree in mid-winter and you will find the cells in the cambium layer filled with sap. An incision made in a sugar maple in January showed that, while the sap did not run, there was a slight flow of sap into the surrounding wood and bark.

Just what causes the ascent of sap in trees is not fully known, as botanists and biologists disagree both as to the causes of ascent and the process by which it ascends. But that it does ascend seems to be an undisputed fact. In order to see in what particular part of the tree the ascent is made, let us examine a cross-section of a tree of several years' growth. The outer layer and epidermis is without any life. Strips of bark may be taken from the hickory without affecting the life of the tree in any way. Within this corky layer are the other parts of wood fibres and tissues: the bast fibres, the cambium layer, the annual rings, and the pith.

The inner side of the true cambium layer forms new wood, the outer side new bark. There is an other cambium layer which makes the corky outer bark. In countries where plants have one season of growth and one of rest, the cells of the layer of new wood formed each year at the inner surface of the cambium are arranged in a definite way. It is through these newer rings that the sap rises.

We may designate the parts in a cross-section as bark, sapwood, and heartwood. Sapwood becomes heartwood when the cells become so choked that the sap can no longer run through them. The heartwood may decay, as is the case in hollow trees, and yet the tree may live. In the sapwood is the plant food, and it takes up water more readily, thus rotting more easily. It is somewhat lighter than the heartwood but is not always easily distinguished from the heartwood. Not all trees have heartwood, trees without it are longer in dying, when girdled, for the conducting tubes can still carry the sap to the crown.

The sugar maple on any mild day in late February or early March is an excellent illustration of the accumulation of sap in the woody stem. The water in the vascular bundles has no way of escape through the leaves, so the wood becomes gorged with the sap and can be drawn off by boring into the wood and inserting spiles. The sap has taken the sugar from the food stored in the stem, especially from the older layers. The pioneer maple sugar-makers were wont to look upon March with days of sunshine and nights of freezing weather, as the ideal sugar weather. They contended that sap flowed more freely under such climatic conditions. It is probable that the changes in the expansion of the air, because of the great differences in temperature hastened the flow of sap, due to continued pressure in the roots.

The most popular theory given as the cause for the ascent of sap is that of root pressure. The fine root hairs attached to the roots come into contact with the slight films of water in the soil; this water, with the soil contents in solution, known as crude sap, is taken up by the root hairs, and then transmitted through long cells in the vascular bundles of the stem and branches. The process by which the sap passes from cell to cell, from roots to stem, is not fully understood, but is known as endosmose. As the water is absorbed by the root hairs an inside pressure is produced which makes the tissue firm. This water is passed inward until it reaches minute vessels or tubes which are continuous with con-

ducting tubes in the stem. The continued pressure formed in the roots lifts the water up into the stem and branches. This root pressure is not sufficient to force the sap into the higher parts of the tallest trees. Experiments made prove that it may be sent to a height of eighty feet or more, but for trees that reach to heights of three and four hundred feet other forces than root pressure must be at work. Transpiration or suction is given by some authorities as a possible cause. The sap being conducted with its raw materials to the chlorophyll granules in the green, growing parts of the plant, is metamorphosed into organic substances, and again taken away to the places where needed for the life or propagation of the plant, or stored away for future use.

The path of ascent of sap can be traced by taking some plants with white or light blossoms and leaves, like the begonia, or bleached celery leaves, putting blossoms or leaves in red ink. In a few hours the red color can be traced in the stem and petals. By noting the parts most colored the path can be traced. Quick observations can be made by taking white and lavender hepaticas in early April and thrusting them into different colored inks. Those put in black ink showed decided dark markings in the petals. Something of the rate of ascent can be determined from this latter experiment by noting the time it takes for the ink to travel from the broken stems to the petals. The time cannot be determined accurately in this manner, but it will furnish an interesting observation lesson. The rate of ascent is much more rapid in some plants than in others. In broad-leaved trees, the rate is from three to six feet an hour, while in the squash vine it may ascend at the rate of 15 to 20 feet an hour.

SUGGESTIVE QUESTIONS

In what part of the tree does the sap ascend? How far is it carried?

What does a wilted condition of a plant show? Do all plants revive in the same period of time when water is applied? How would you distinguish between sapwood and heartwood? Why do trees with hollow trunks continue to live? Explain what is meant by root pressure? How does too much water in the soil affect the hair rootlets? The plant? In what way do chemicals in the soil affect the flow of sap? Of what use is the ascent of sap? How do crude sap and the digested sap differ in composition?

Try experiments in Chapters 11 and 12, Atkinson's First Studies in Plant Life.

A STROKE OF GENIUS

It is thus that the Chicago Record-Herald denominates the divided page of the Merriam Webster's New International Dictionary. The new divided page employed in this dictionary at once strikes the eye as a novel arrangement of the printed matter. Each vocabulary page is divided into an upper and lower section. The upper section contains the more important and familiar words,—those most frequently sought for, while the lower section in smaller type includes the less looked for terms, foreign phrases, abbreviations, uncommon dialect words, etc. This arrangement serves a double purpose. First, consultation is greatly facilitated. Nine times out of ten the word sought is readily found in the upper section which is relieved of thousands of minor entries placed below. Thus the divided page is both a convenience and a time saver. Secondly, information is increased. The smaller type and shorter line of the lower section save much space. The result makes it possible to include a vast amount of encyclopedic matter never before appearing in any dictionary. It is estimated that the type matter is equivalent to a fifteen volume encyclopedia.

Memory Thoughts for March

Miss Martha Persis Smith, Kansas City, Mo.

Ah, March, we know thou art kind-hearted,
Spite of ugly looks and threats;
And out of sight are musing April's violets.
Waiting for spring! The hearts of men are watching,
Each for some better, brighter, fairer thing!
Each ear a distant sound most sweet is catching,
A herald of the beauty of his spring.
—Cecil Frances Alexander.

Little white snowdrop! I pray you arise;
Bright, yellow crocus, come open your eyes
Daffodils, daffodils, say do you hear?
Summer is coming and spring-time is here.
—Emily Huntington Miller.

I wonder if the sap is stirring yet,
If wintry birds are dreaming of a mate,
If frozen snow-drops feel as yet the sun,
And crocus fires are kindling one by one;
Sing, robin, sing!
I still am sore in doubt concerning spring.
—Christina G. Rossetti.

The stormy March has come at last,
With winds and clouds and changing skies;
I hear the rushing of the blast,
That through the snowy valley flies.
—William Cullen Bryant.

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.
—Tennyson.

He who reigns within himself, and rules passions,
desires, and fears, is more than a king.—Milton.

The nerve that never relaxes, the eye that 'never
blanches, the thought that never wanders—these are the
masters of victory.—Edmund Burke.

As we have opportunity, let us work that which is
good toward all men.—Bible.

Live pure, speak true, right wrong, follow the King.
Else wherefore born?—Tennyson.

Go on and make errors and fail and get up again.
Only go on!—Anna C. Brackett.

Strength and not happiness, or rather only that hap-
piness that comes from strength, is the end of human
living.—Phillips Brooks.

New words to speak, new thoughts to hear,
New love to give and take;
Perchance new burdens I may bear
Today for love's sweet sake.

Think not on Yesterday, nor trouble borrow
On what may be in store for you Tomorrow;
But let Today be your incessant care—
The past is past, Tomorrow's in the air.
Who gives Today the best that in him lies
Will find the road that leads to clearer skies.
—John Kendrick Bangs.

When the outlook is not good, try the uplook.

What a man gets in this world for nothing he is very
apt to value at what it cost him.—Josh Billings.

Count that day lost, my boy, whose setting sun
Sees you too grouchy to have some fun.

Strength alone knows conflict;
Weakness is below defeat, and was born vanquished.

A sacred burden is the life ye bear;
Look on it! Lift it! Bear it solemnly!
Faint not for sorrow; falter not for sin;
But onward, upward, till the goal ye win.
—Frances Kemble.

Never a day is given but it tones the after years;
And it carries up to Heaven its sunshine or its tears.

The world is looking for the man who can do some-
thing; not for the one who can "explain" why he didn't
do it.

It takes a little courage
And a little self-control,
And some grim determination,
If you want to reach a goal.
It takes a deal of striving,
And a firm and stern-set chin.
No matter what the battle
If you're really out to win.

It is easy enough to be pleasant,
When life flows along like a song;
But the man worth while is the one who can smile,
When everything goes dead wrong.

When you play, play hard. When you work, don't
play at all.—Theodore Roosevelt.

It is not in the words that others say to us, but in
those other words, which these make us say to ourselves,
that we find our gravest lessons, and our sharpest re-
bukes.—Oliver Wendell Holmes.

Count that day really worse than lost
You might have made divine,
Through which you scattered much of frost,—
And never a speck of shine.
—Nixon Waterman.

Our todays and yesterdays
Are the blocks with which we build.
—Longfellow.

You cannot dream yourself into a character. You
must hammer and forge yourself into one.

No man is born into the world whose work is not
born with him.

I wish I could talk to myself, as I left 'im a year ago;
I could tell 'im a lot that would save 'im a lot
On the things 'e ought to know.
—Kipling.

Lord for tomorrow and its needs
I do not pray;
Keep me, my God, from stain of sin,
Just for today.

Let me both diligently work,
And duly pray;
Help me to sacrifice myself,
Just for today.

Geography—The Study of Specific Regions by Types

William S. Gray, Principal of Training School, Illinois State Normal University, Normal, Illinois

In the article of last month it was suggested that a view of North America as a whole be taken before beginning an intensive study of any part of it with fifth and sixth grade classes. Our farms are so broad and many aced, their products so bulky and varied in class, our forests and lumber yards are so wide-spread, our manufactures and varied industries are so extensive and all inclusive, and our traffic routes by land and water are so great, embracing most of the continent that an adequate presentation of any of these topics, or closely related topics, cannot be given without some general knowledge of the continent as a whole. To launch into the study of any important topic of North American geography, as Lumbering, without having a clear idea of the region in which the industry is carried on in relation to the continent and to the world as a whole is to lead the pupil out into a dark and vague unknown. The work with the outline maps suggested in the article of last month is calculated to give the pupil this general view of the continent and at the same time secure a good acquaintance with certain fundamental facts with which the pupil must be familiar, if any causal study is to be undertaken.

Having presented the continent as a whole the next problem is to determine how the specific regions will be presented. One method is to present the specific regions by political units. By this method it frequently happens that the lesson of the day has no logical or psychological relation to the preceding or following lessons. The second method is to select certain important topics, constituting a series of lessons and giving them a fuller or more instructive discussion. A choice between these two methods seems simply a choice between a full, rich and instructive discussion of certain important topics and a disconnected uninteresting summary of many topics. This focusing of attention upon a few important topics has been proved to secure the more effective results in this study. By selecting industrial centers as the point of view for the treatment of North America it is possible to approach the study of many regions from the standpoint of the child's interests, to make the life side of geography prominent, and to develop a need in the pupil's mind for the physical causes of such great consequences.

Because North America presents such an abundance of topics for the time which may be devoted to its study it becomes the teacher's duty to sift out those problems for study which have a commanding influence. This implies masterly qualifications in the person who outlines a series of lesson topics. A knowledge of the industries of North America must be mastered far beyond what is generally considered as a knowledge of their facts. In addition to knowing the facts one must be able to sift out the important ones and to determine their relative worth and ranks. Two principles should govern one in the selection of the best topics: namely, those topics should be chosen which are important; first, because of their individual influence, and second, because of their representative character. A topic has not been well chosen unless it stands well rooted in a large number of facts which find in it a central controlling idea, and unless it possesses a sufficient number of characteristics common to other industries to bring out its representative value.

The following suggested topics have been selected from outlines of courses and textbooks in use in some of our best schools. No attempt has been made to arrange these topics in the order of their relative worth. Lumbering in the New England states. Boston as a commercial center. Mohawk valley and transportation

routes. Rice culture. Farming in the southern states. The cotton industry. Lumbering in the hardwood forests. Chicago as a trade center. Ore mining near the Great Lakes. Coal mining in Pennsylvania. The commerce of the Great Lakes. Wheat raising in the North Central States. Grazing on the plains. Irrigation in the arid lands. Salmon fishing on the Columbia. Fruit raising in California. Gold mining. The seal industry of Alaska. The fur trade of Canada. The coffee industry of Mexico. Paper making, etc. In selecting and arranging the order in which topics are to be presented, the teacher must keep constantly in mind the needs of the pupils and the interests of the local community, as well as the two fundamental principles previously stated, if he would secure the keenest interest and the most effective results.

When a topic has been selected for presentation the teacher should be fully acquainted with the relation which the given industry bears to the life of the pupils and the interest which the pupils feel and manifest in relation to it. The average boy and girl in the fifth or sixth grade are intensely interested in the things which supply their needs. It is not difficult to lead them from the breakfast table on which are found the bread and coffee which furnish the family with strength for the day's work to the wheat fields and coffee plantations where these products are grown. The pupils learn with great interest and enthusiasm of the life and work of the men who live on these farms. They listen eagerly to the reports concerning the growing and harvesting of the crops. They follow with interest the raw product from the farm or plantation to the mill or distributing center. The transportation lines which carry the raw products from the farm to the mill and thence to the home are sources of great interest. The life and work of the miller and the men employed to do any portion of the work necessary to supply the wants of boys and girls, and the usefulness of all the agents of industry involved in this work furnish the psychological foundation or starting point for this study.

With this viewpoint of the child's interest well in mind, the teacher should think out a series of connected topics which must be studied, if an adequate grasp of the subject is secured. Two aims must be constantly kept in mind in working out the organization; namely, the presentation of this topic should give a clear understanding of the industry from the child's viewpoint, and it should give a knowledge of the geographic conditions required by such an industry. This study and arrangement of a topic in logical sequence calls for good work on the part of the teacher. He must familiarize himself with the industry. He must learn of the life of the workers. He must understand the great causes which underlie this industry. He must learn where he may secure the best sources of reading material, pictures, models, etc. In fact the teacher cannot afford to slight in the least the steps in preparation for the presentation of these lessons. The pupils should be called into his confidence and the problem discussed to determine the extent of knowledge they possess on the subject. Problems should be raised and a course of study outlined with them. Individual and class assignments should be made relative to the gathering of data, the collecting of pictures and the securing of objective material.

If the industry to be studied is carried on in the immediate vicinity, an excellent opportunity is presented for studying through observation the industry from an industrial, commercial, geographical and social standpoint. In such a case industrial excursions and class discussions supplant the use of the text-books. If the

subject to be presented deals with some agricultural industry carried on in the particular locality an excellent opportunity is afforded for working out through observation the physical and climatic conditions under which the industry is carried on. In case the industry is carried on in distant regions, text-books and geographical readers should furnish the desired information.

Space will not permit as detailed discussion of some points as might seem advisable. The particular devices to be used in presenting certain phases of this work must of necessity be left to each individual teacher. There are, however, certain problems in connection with the presentation of important topics in geography which need to be frequently reviewed and thoughtfully considered. To a discussion of some of these problems the remainder of the article will be devoted.

It is thought advisable by many students and teachers in geography to introduce the study of any important region or country, such as the region where wheat is grown or where grazing is prominent, by a brief survey of physical and climatic conditions. The study of the continent as a whole outlined in the article of last month provided for this general survey. If the relation between physical and climatic forces on the one hand and the varied industries on the other is to be made clear, these forces should be brought into close relation with the special industrial topic under consideration at the time when they are studied in full. For example, when studying wheat growing in the Central States, the physical and climatic conditions prevailing in the Central States should be clearly and fully presented, if their relation to the industry is clearly seen. To endeavor to anticipate all these conditions in each specific region when the general view of the continent is being taken would be extremely laborious and unfruitful of permanent results. The outline maps prepared in the study of the continent as a whole, however, will be of great aid in interpreting conditions in specific regions.

If an agricultural industry of the home locality is being studied, the pupils should study the physical and climatic conditions at the same time, and determine which of these conditions are essential to the success of the industry under consideration. On an outline map of the continent the regions where the industry is carried on may be colored. On the surface feature map already prepared the pupil may trace a similar region. The physical features of this portion of the country may then be interpreted and compared with those of the home locality. Other portions of the continent should then be examined to find regions whose physical features are similar to those of the region under consideration. The temperature and rainfall maps may be examined in a similar manner. Pupils enjoy this work very much and become very skillful in interpreting physical and climatic conditions. Whether the industry is carried on at home or not, the maps furnish an excellent basis for showing the close relation existing between physiography climate and industry. Very little should be done at this time to explain why such climatic and physical conditions prevail in these specific regions.

As has been already stated, a central idea must bind together in logical sequence a body of varied material. By means of the causal idea a great number of closely connected facts drawn from varied sources are brought into unity. It would be wholly artificial to treat the great wheat fields, Minneapolis and certain trade routes, as distinct topics. Surface features, climatic conditions, industries, location of trade routes and industrial centers must be organized about some central idea. As soon as this organization is presented to the class many and varied problems will arise for solution. At first thought it might seem that children are interested only in facts and not in the deeper causes underlying them. An intimate acquaintance with pupils of the upper four grades will reveal that they are naturally inquisitive about the reasons and causes for things and that unless they have been poorly taught, the causal element is the basis for sustained interest and close thinking.

A fifth grade class displayed intense interest while studying "Lumbering in the Pine Forest of the North" in determining how the logs may be gotten out of the woods and brought to the river's bank in winter, how the skidding roads may be laid out, why the streams are especially useful in the spring time, how a log jam may be broken up, where the sawmills should be located, to what parts of the country the lumber should be shipped, and what means are best for carrying the lumber to distributing centers and to the consumer. At every step in this study the pupil faced the same problems the lumberman was forced to face. Because this work was so real and tangible, so true to the conditions of life, it demanded the interest and confidence of the pupils.

In addition to problems of the type just mentioned based upon the causal element, more difficult problems should be raised which will require the pupils to combine and interpret facts. The following questions are typical: Why are the North Central States a great farming region? Why have the Great Lakes grown to be such extensive highways? Why has cotton manufacturing increased so rapidly in the south during recent years? At first treatment each industrial topic is very individual and concrete, standing out by itself, as it were, and requiring detailed treatment. But, wrapped up in this industry are its representative traits which make it comparable to many other industries. Hence, when one typical industry has been well presented in all its phases, it serves as a means of interpreting quickly scores of similar industries in closely related fields. If the pupils have traced carefully and accurately the coal from the bottom of the mines in Pennsylvania, where danger and hardships prevail, to the warm grate on a wintry night, they will have gained a clear insight into the industry. Using this mine as the basis for comparison, the pupils will be able to explain much more quickly and accurately coal mining and other mining in any other part of the continent and to appreciate their importance in commerce and industry. The value of a type study as a basis for comparison cannot be over emphasized in this view of North America, because, after all, the intelligence of pupils is increased not so much by the number of facts which have been memorized as by their increased insight and power to interpret the meaning of things. Thus far special emphasis has been placed upon the study of regions as suggested by certain industries. To leave the study of the continent at this point would mean incomplete and ineffective results in many ways. All the topics must be so related and unified that the continent will be left as a whole in the pupil's mind. To supplement and complete the work comprehensive surveys and reviews must be given. In these reviews and surveys new attacks should be made upon old topics, presenting some of them in a new light, comparing this region with that region, grouping several regions together for study, aiming all the while to consolidate the subject matter presented along essential lines. But even when this is done there is sometimes lacking that element of thoroughness which the effective teacher strives for. Hence, frequent drills are necessary. With pointer at hand, the teacher should frequently conduct drills in locating the important cities, rivers, countries, mountain chains and commercial routes. The teacher should strive to arouse strong enthusiasm and a vigorous class spirit in these drills.

In summary it may be said that in presenting a continent to a fifth or sixth grade class, a brief survey of the continent should be taken first. This should be followed by a study of specific regions based upon industrial centers and life conditions. Type studies should be given special attention. Through comparison, problem setting, comprehensive reviews, summaries and drills the continent should be mastered and left as a unit in the minds of the pupils.

The discussion in this article has been general and pedagogical in character. It is proposed to take some special topic for the article for next month and to treat it definitely as a type study for fifth or sixth grade pupils.

The Catholic School Journal

Language Stories

397

Edith M. Pheasby, Brooklyn, N. Y.

Tom's Kindness (Duty to the Aged.)

An old man was walking down a country road. He was carrying a large basketful of groceries. The groceries were very heavy and every few minutes he had to stop and rest.

"Oh dear," he said to himself, "how shall I ever carry all these groceries home? I am so tired I can hardly walk another step."

Just then Tom Smith came along. "May I carry your basket for you, sir?" said he. "I am going on an errand for mother and will have to pass your house on the way."

"Thank you, my boy," said the old man. "I wish there were more boys like you. The world would be much better."

Be kind and be gentle
To those who are old,
For dearer is kindness
And better than gold.

Two Little Brothers (Kindness to Brothers and Sisters)

The car was waiting at the corner. Several people stepped into it. At the last minute two little boys came along. One little boy was lame so the conductor lifted him into the car. The other boy stood back in the street and called cheerily, "Good-bye, Jack. I'll run alongside of the car."

The little lame boy was placed in a seat near the window. Every few minutes he would look out and wave his hand.

An old gentleman sitting near was watching the little fellow. Then he turned to Jack and said, "Who is that?"

Jack smilingly replied, "Oh, that is my brother Ned."

"But why does he not ride with you?"

"Well you see sir," said the boy, "mother could only give us five cents, so Ned said I should ride. I cannot walk very well and Ned was willing to run along with the car."

The old gentleman stopped the car at the next corner. After paying the conductor the fare for Ned, he called the boy to come aboard.

How delighted Jack was to have his brother with him. The old gentleman looked very happy too.

Lazy John (Indolence)

I know a little boy named John. He is a very lazy little boy. He waits for his mother to call him every morning. Sometimes she has to call him many times. He is late at breakfast and often late at school.

One day during vacation mother promised to take the children to the sea-shore. They had to start early in the morning. As usual John was not ready. Mother called and called, but John said, "Yes, mother, I will come to breakfast in a few minutes."

At last they could not wait any longer so mother and the children started. When John came down stairs half an hour later, he was very much surprised to find every one gone. Only he and Nurse were left at home.

Poor John passed a very lonesome day. He had no one to play with him.

In the evening the folks returned. The children told John what a good time they had had building sand forts and houses.

Then John wished he had not been so lazy. He says he will be ready at the right time after this.

Little Lame Joe (Duties to the Afflicted)

Little Joe was out walking with his mother. He was lame and could not walk very well without crutches.

He thought he would like to try walking without the

crutches. He hobbled along very slowly and carefully. It was such hard work for him.

Soon several children came running and skipping along. They seemed very happy. How Joe wished he could do as they did!

All the children stood and stared at Joe's poor twisted feet. Poor little Joe felt very sad. The tears were in his eyes as he hobbled back to his mother.

When the children saw his eyes were full of tears they felt very sorry to think they had been so rude.

They Could Not Quarrel (Kindness and Thoughtfulness)

Two old foxes lived very happily together in the forest. They had never spoken an unkind word to each other.

One day old Mr. Fox said, "Let us quarrel."

"Very well, my dear, just as you like," said Mrs. Fox. "How shall we do it?"

So they tried all sorts of ways but it could not be done, for each fox would give way to the other.

At last Mr. Fox brought two large stones. "There," said he, "you say these stones are yours and I'll say they are mine. Then we will quarrel and fight. Now, I'll begin. These stones are mine."

"All right, said Mrs. Fox, "you are welcome to them."

"But we shall never fight at this rate," said Mr. Fox. "Don't you know it always takes two to make a quarrel?"

So both old foxes laughed and gave up trying to fight.

A Little Hero (True Story) (Courage)

A little boy named Tom was playing in a New York street one morning. In trying to cross the street he was hit by a car-fender and tossed upon the other track. Another car coming the other way also struck him.

The little fellow picked himself up and staggered to the nearest drug store. "Please give me some sticking-plaster," said he, "I've hurt my head."

The druggist seeing he was seriously injured sent for an ambulance. A little boy who was standing near offered to go and tell Tom's mother.

"No, no, you must not," said Tom. "My mother is sick and it would only worry her."

The ambulance doctor came. He said he thought Tom ought to go to the hospital. Tom, however, did not wish to go, so his head was bound up and he was allowed to go home.

His mother never knew of the accident until she was well again. Then Tom told her all about it himself.

Which was the Better Boy? (Cheerfulness and Helpfulness)

Charlie and Will were brothers. Sometimes they were called upon to help mother when she was very busy.

One day she said, "Oh, boys, I am so tired. I should like to have you help me. Charlie, dear, will you take father's dinner to him? While you are gone Willie can feed the chickens."

Charlie came quickly, his face covered with smiles. "All right, mother," he said. Placing father's dinner in a basket, he hurried to the woods where father was chopping down trees. How pleased father looked when he saw Charlie's happy, shining face.

"Why, Charlie boy," he said, "You look just like a little sunbeam."

Willie, however, did not wish to help mother. He thought it was such a bother. Mother called two or three times before he came. He looked very cross, indeed, when he did come. He said he did not like to feed the chickens.

"Oh dear," thought mother, "if Will were only like Charlie how happy father and I would be."

A little child may have a loving heart,
Most dear and sweet
And willing feet.

Plain Talks With Teachers

Sarah M. Howland, Dumont, N. J.

WHEN WE GROW OLD TOO FAST

(This article, while written for secular teachers, contains much of interest and suggestive value for religious teachers as well.—Editor.)

When scores of young girls hesitate to become teachers because they see their friends who have been teachers for only a few years, growing old—losing ground before their time, the question naturally arises: Is this unavoidable? Is it naturally the result of a life devoted to teaching as opposed to other callings?

Many of us do not believe that teaching must tend to this result more than other lines of activity. We believe that teaching does not necessarily take from one that charm which makes friends everywhere—that sympathy with the world around us which makes living worth while. In many cases it broadens our outlook upon life and operates in the opposite way. To prove this, we have only to recall the numerous cases of white-haired teachers who are still beloved, yes revered by their former pupils who are now at the height of their success. On the other hand, outside of the teaching profession, we find the same laws operating to make women lose their youth too soon. Non-self-supporting women—even those who are happily married, sometimes grow old too soon.

If, then, teaching does not necessarily tend to this result of making us grow old too soon, what is it which causes teachers to show the ravages of time sooner than other classes of women? It is the life in general. How many women—women with happy homes could preserve their youth and the love of their home circle if they neglected their health, personal appearance, shunned society, set up a barrier of false dignity against sympathy with the outside world, worried over financial troubles and adopted an artificial manner of life and false standards of living? If, in addition, they stifled all womanly instincts, steadily refusing to give to their children that love, which, under other circumstances might have given to themselves a happy home, can their loneliness fail to show? Under such circumstances could our own grandmothers have preserved that charm which still clings to them at eighty? Yet, do we not see teachers falling into these pitfalls perhaps oftener than the average woman? Does not the profession, crowded, as it is, with routine, tempt one into these snares? With all grace we grant that this is true, but, at the same time, we believe that there is a remedy.

What element does the profession of teaching lack which, if introduced, might counteract its unfortunate result upon the American teachers?

The emotional element. It has often been proved that good teachers were seldom capable of becoming great artists. In music, painting, dramatics, etc., they often show a great lack of the emotional element and their results are characterized by a certain stiffness, which in its turn, is the direct result of their struggle for discipline. On the other hand, very brilliant young women who succeed on the concert stage fail dismally in the school room. Why? Because they can not acquire the unemotional attitude which the teaching profession requires.

This was the old idea: The emotional element must be tabooed. We wonder if this is exactly true today. Today superintendents are seeking young teachers with great personal charm and the power to stimulate the child's imagination. Yet who are these girls with the

great personal charm? Are they not, after all, emotional teachers—those who "rejoice with them that do rejoice, and weep with them that weep," as commanded by St. Paul? Furthermore, do we not all admire this kind of teachers, who, without apparent effort, but really by force of a deep sympathy, obtain remarkable results and a strong personal influence over their children? On the other hand, how numerous and pathetic are the cases of over-conscientious teachers who overwork themselves, worry their children, and who obtain poorer results with infinitely more work, than the successful imaginative teacher?

What was the trouble with the over-tired teacher? She was trying to curb instincts in her own heart which impelled her to love her children and she was trying to force upon her children a false attitude. How much better she might have succeeded if she had endeavored to learn the child's emotional nature and, by skillfully managing, as though playing a wonderful musical instrument, had drawn out strains of harmony instead of walls of discord. But the most pitiful fact of all is that this type of teacher is growing old. The other will never grow old so long as she lives and there are children to love.

Another reason why teachers grow old is because they neglect their health. If, some evening you should surprise them, you would find them laboriously plodding through sets of papers consisting of daily work which might, or might not, have been the result of the combined efforts of all the child's older brothers and sisters at home. If you should suggest to one of these that she base her ratings upon work which she actually forces the child to do under her own supervision, she would tell you that it could not be managed "because she did not have enough board room." Yet little Miss M., with the wonderful vitality would have managed it. In discouraged Miss B's class book you might find her marks set down vertically instead of turned at right angles to facilitate adding without recopying, and never would any marks be in terms of fives or round numbers exclusively. At the end of the month overburdened Miss B will laboriously divide every total instead of using a table. Then Miss B wonders why she can not teach so well the next day.

On the other hand, little Miss M never allows herself to become thoroughly fatigued. If, when night comes, and Johnny has been so bad that he must be detained after school, if she happen to be too weary, she neither wears herself out nor lets the boy go unpunished. She simply sends him to the common detention room, where all the teachers have agreed to take their turn in presiding over offenders from all the rooms. Furthermore, if Johnny's term of sentence in the detention room is so long that no teacher wishes to remain in the building so long. Johnny finds himself with the pleasure deferred—a suspended sentence, which, however, to his own discomfort has not caused his teacher any inconvenience, but which has reacted most disagreeably upon himself. In this way Miss M. also finds time to help backward pupils without the trouble of disciplining the day's offenders. Again, if Freddy persistently fails to do his lessons at home she fixes a time before the opening of school for him to consider a study period, and forces him to come to school at that time.

Again, Miss M. spends much time sitting at her desk instead of standing. If this is not possible, she takes a seat which commands a diagonal view of all her children. By her calm, quiet firmness she has accustomed them to seeing her seated, thus saving her nerve energy for the real work of the day. Sometimes, if her classes

are very restless, she quiets them with a song or with physical exercises. Instead of carrying home quantities of papers every night, she sends certain sections to the board with the others working at their seats and has worked out a system, whereby the children can assist in checking up their own work. If she wishes written work she gives out one exercise to test the salient point of the lesson and rapidly, then and there, points out to each child his particular mistake.

In this way, Miss M. never becomes overfatigued,

is never absent from school with a substitute confusing affairs, and is always rested. Miss B., on the other hand, is often absent and longs for the summer vacations. When these come, however, she has no real rest, for she feels that her wardrobe needs attention, or she feels the need of summer courses, or something else demands that she continue to live under the same strain. In short, Miss B., who does not believe in emotional teaching can never find short ways of doing things, can never rest, and her friends say that she is growing old.

The Literature Class

A STUDY OF SIR WALTER SCOTT

By Miss Elsie May Smith.

It was a strange but fortunate decree of fate that the man who, above all others, was destined to portray his native Scotland to the world, should himself have borne the name of Scott. But so it was, and today the names of Scott and Scotland are inseparably linked so faithfully has Scott described the craggy rocks and the mossy glens of his native land and made us all live again, as it were, the exciting exploits of her by-gone days. The great romancer was born on the fifteenth of August, 1771, in Edinburgh. He was the ninth of twelve children and was descended from ancient families on both his father's and his mother's side. One of his ancestors, also named Walter, commonly known as Auld Wat of Harden, was afterwards commemorated by Scott in his "The Lay of the Last Minstrel." Another Walter Scott, great grandfather of the novelist, was well known by the surname of Beardie because in championing the

Scott of Sandy-Knowe, the grandfather of the novelist, played a large part in Scott's early life and concerning him his grandson later wrote some interesting bits of personal history. This Robert, it seems, was originally intended for the sea, but, being shipwrecked in his first voyage, took such a dislike to that kind of a life that he would not make a second attempt. This angered his father, who left him to shift for himself. Robert was too active a spirit to be much concerned about this, forsook his father's politics and started out for himself. A relative, Mr. Scott of Harden, gave him a lease of the farm of Sandy-Knowe, and "he took for his shepherd an old man named Hogg, who willingly lent him, out of respect to his family, his whole savings, about thirty pounds, to stock the new farm." The master and servant set off to purchase a stock of sheep with this sum, which, at the time, it seems, was sufficient for the purpose. When they reached the fair at which the purchase was to be made, the old shepherd went carefully from drove to drove looking for the best sheep he could find, but what was his surprise, when he was ready to conclude the bargain, to learn that his master had spent the whole sum upon a hunting horse which he was even then riding up and down the race-course. The two returned home without the sheep, but in a few days, says the grandson, "my grandfather, who was one of the best horsemen of his time, attended John Scott of Harden's hounds on this same horse, and displayed him to such advantage that he sold him for double the original price. The farm was now stocked in earnest; and the rest of my grandfather's career was that of successful industry." Robert married Barbara Haliburton. The eldest of their large family of children was Walter, the father of Walter. He was educated as an attorney, and had, in this profession, great zeal for his clients. He married Anne, the daughter of Dr. Rutherford, professor of medicine in the University of Edinburgh. The inheritance which Scott thus possessed was of the greatest importance to him and was very apparent in the development of his genius. He carried about with him that strong strain of Scottish temper which delighted in the freedom of outdoor life and the lively incidents of Scotland's glorious and picturesque history.

The lad's life did not start well, for when he was eighteen months old a childish fever cost him the full use of his right leg, and all his life he limped. The weakness which followed induced his grandfather, Dr. Rutherford, to send him to his other grandfather's farm at Sandy-Knowe, and there, with a few intervals, he lived as a shepherd's child might live, for five years from the time he was three until he was eight. His grandfather gave him treatment which brought him in close contact with nature and used every excitement to make the child try to crawl. "When the day was fine," afterwards said Scott, "I was usually carried out and laid down beside the old shepherd, among the crags or rocks round which he fed his sheep. The impatience of a child soon inclined me to struggle with my infirmity, and I began by degrees to stand, to walk, and to run. Although the limb affected was much shrunk and contracted, my general health, which was of more importance, was much strengthened by being frequently in the open air." The fondness which he thus formed for the sheep and lambs



Sir Walter Scott

cause of the Stuarts, for whose sake he lost nearly everything he had in the world, he wore his beard unclipped to the day of his death, vowing he would never cut it until they returned. Beardie's second son, Robert

so impressed his mind that all his life he had an affectionate feeling toward them.

His grandmother, whose recollections went back to the days of Border raids, quickened his lively imagination with many wonderful tales and gave him his first introduction to that literature from which he was afterwards to bring forth so much hidden treasure. His mother was very well educated for those days, possessed a kindly nature and a warm heart, and was fond of poetry. Because of her and his aunt Janet, he was well stocked with the history of Scotland and the heroes of her poetry when he began his school life. He lived at home in his father's house in Edinburgh and went to the High School for five years, from 1778 to 1783. Here he attracted the regard and fondness of all his companions. He called things by fanciful names that were very amusing, or if he wanted ink for his pen he would invent some ludicrous story about sending his doggie to the mill. He read voraciously in Spencer and Shakespeare and delighted in having made the acquaintance of Percy's "Reliques of Ancient Poetry." From henceforth, he says, he overwhelmed his school-fellows and all who would listen with recitations from the ballads of Bishop Percy. James Ballantyne, afterwards so closely connected with his fortunes, was one of these school-fellows, and to him Scott would whisper: "Come, slink over beside me, Jamie, and I'll tell you a story."

In 1783, at the age of twelve, he entered college at Edinburgh, after the manner of Scottish boys, and had three years of college life. He was then apprenticed to his father, who expected that he would become a lawyer. For five years young Scott served his time, and five more years were then spent in the scanty practice of the law; but the profession did not attract him. He hated its tedious confinement, its dry wilderness of forms, and its drudgery, and was far more enthusiastic over old ballads, and tales of battles and enchantments. A portion of his earnings was spent on lessons in Italian, for he found that this language contained a rich store of romantic lore. He also extended his knowledge of French and took up the study of Spanish, being a great admirer of Cervantes, whose works first gave him the ambition to excel in fiction.

On Christmas eve, 1797, Scott was married to Miss Charlotte Carpenter, and soon after took up his residence in Edinburgh. Later he rented Ashiestiel, a country-house on the Tweed. His married life was happy, although his wife did not completely sympathize with him in his literary work. Four children were born to them, two sons and two daughters, all of whom grew to maturity. Scott was soon appointed sheriff of Selkirk, an office which carried with it a moderate salary. With this and such other property as he and his wife possessed they were able to live comfortably, and Scott let slip the practice of the law, turning his attention to the more congenial pursuit of literature. Just before his marriage he had made and published a translation of a couple of German ballads that were then very popular. After his marriage he translated Goethe's drama of "Goetz von Berlichingen" and made a collection of Scottish ballads, publishing in three volumes his "Minstrelsy of the Scottish Border," which led naturally to his own first great poem, "The Lay of the Last Minstrel." This poem was followed by "Marmion," published in 1808, and "The Lady of the Lake," published two years later. These poems were extremely popular and many thousands of copies of each were rapidly sold. The poet soon found himself both famous and wealthy.

Scott's poetry is full of stirring incident and the spirit of romance. Its swinging lines are in keeping with the lively, exciting themes which it usually treats while they heighten the effect of the pleasing narrative. The following verses give a clear idea of some of its good qualities:

"Waken, lords and ladies gay,
On the mountain dawns the day,
All the jolly chase is here,
With hawk and horse and hunting spear!

Hounds are in their couples yelling,
Hawks are whistling, horns are knelling,
Merrily, merrily, mingle they,
'Waken, lords and ladies gay.'

Waken, lords and ladies gay,
The mist has left the mountain gray,
Springlets in the dawn are steaming,
Diamonds on the brake are gleaming:
And foresters have busy been
To track the buck in thicket green;
Now we come to chant our lay,
'Waken, lords and ladies gay.'

Waken, lords and ladies gay,
To the green-wood haste away;
We can show you where he lies,
Fleet of foot and tall of size;
We can show the marks he made,
When 'gainst the oak his antlers frayed;
You shall see him brought to bay,
'Waken, lords and ladies gay.'

Louder, louder chant the lay,
Waken, lords and ladies gay!
Tell them youth and mirth and glee
Run a course as well as we;
Time, stern huntsman, who can balk,
Stanch as hound and fleet as hawk?
Think of this and rise with day,
Gentle lords and ladies gay."

Shortly after the appearance of "The Lay of the Last Minstrel," in order to increase his earnings, Scott went into secret partnership with the firms of Constable and the brothers Ballantyne, one of whom, James, he had delighted with his stories as a school-boy. At the time, this seemed a good investment. By connecting himself with a printing office it was reasonable to think that he could make more than the ordinary profits of an author. But in the end, this partnership cost Scott his fortune and his life. The year 1811 was marked by two important events in his career. First, he realized that he had not yet "found himself" in literature, and that his poems were not the consummation of his genius; and, secondly, in this year he bought Abbotsford, with which estate his name is forever associated. It was situated on the Tweed, in the heart of a country dear to Scott by reason of its historic memories; and here he was partly to realize a long cherished dream, embodying in stone and wood, in field and forest, that which he was also portraying in his poems, and, shortly afterwards, in his novels. Here he tried to reproduce the life of a by-gone age, to be himself a Scottish laird surrounded by his vast estate and a company of servants and retainers. Here he showed that generous hospitality that meant so much to him. Here he surrounded himself by his friends as well as his animal pets such as horses and dogs, whose companionship he delighted to possess and whose care was never a burden to him.

In 1820 he was made a baronet. It is said that his new title of Sir Walter came nearer turning his head than had all his literary success. Finding that his later poems were not as popular as the earlier ones, he was led into his new field of historical romance where he was without a rival. The success of his first novel, "Waverley," was immediate. Its authorship he kept secret, and during the following years as different members of the Waverley novels appeared and were the most popular books in the world, no one knew their author. "Guy Mannering," "The Antiquary," "Black Dwarf," "Old Mortality," "Rob Roy" and "The Heart of Midlothian" appeared within the next four years, and England's delight and wonder knew no limit. For the first six years after the appearance of "Waverley" Scott dealt only with Scottish history, giving in nine remarkable novels the whole of her history, her heroism, her faith and enthusiasm, her loyalty, and treating of all her parties and characters. These novels reveal Scotland and Scotchmen as nothing else in the world does. In "Ivanhoe," the best known of his romances, Scott did for a part of English history what he had already done for Scotland. "Kenilworth," "Nigel," "Peveril" and "Woodstock" all deal with romantic phases of English history. "Count Robert" and "The Talisman" show the heroic side of the Crusaders' nature, while "Quentin Durward" and "Anne

of Geierstein" reveal the mine of romance that he found in French history.

Through these extremely busy years Scott always found time to enjoy his family and his friends. "No father," afterwards wrote his son-in-law, Lockhart, "ever devoted more time and tender care to his offspring than he did to each of his, as they successively reached the age when they could listen to him and understand his talk. Like their mute playmates, Camp (a favorite dog), and the greyhounds, they had at all times free access to his study; he never considered their tattle as any disturbance; they went and came as pleased their fancy. He was always ready to answer their questions; and when they, unconscious how he was engaged, entreated him to lay down his pen and tell them a story, he would take them on his knee, repeat a ballad or a legend, kiss them, and set them down again to their marbles or ninepins, and resume his labor as if refreshed by the interruption."

In 1826 the firms of the Ballantynes and of Constable collapsed. The latter had published Scott's novels and Scott was involved in both cases. Although a silent partner, he took full responsibility, and faced a debt of over half a million dollars. He would not take refuge under bankruptcy laws, but assumed the whole amount, and with a marvelous sense of honor heroically went to

work to pay every penny. The whole task might have been completed if his health had not failed under the strain. He continued to live at Abbotsford, which he had offered to his creditors, but which they refused to accept. In two years he had earned over two hundred thousand dollars, and when a new edition of the Waverley novels was very successful financially, he had every reason to hope that he would eventually pay the whole sum, but in 1830 he had a stroke of paralysis, brought on by his unceasing toil, from which he never fully recovered, yet he was soon again at work. A trip was made to Italy for the sake of his health, but he could not forget his beloved Scotland and yearned to return. Upon his arrival he hastened to Abbotsford, where the river Tweed, the Scotch hills, and the joyful shouts of his dogs, delighted him more than all that he had seen while away. In the end, the debts were settled, although not in Scott's life-time, whose days were undoubtedly shortened by the burden he had so honorably assumed, and Abbotsford was saved for his family. Here Scott died, September 21, 1832, at the age of sixty-one. "It was a beautiful day," says Lockhart, "so warm, that every window was wide open, and so perfectly still that the sound of all others most delicious to his ear, the gentle ripple of the Tweed over its pebbles, was distinctly audible as we knelt around the bed, and his eldest son kissed and closed his eyes."

PIECES TO SPEAK

AFTER WINTER

A little bit of blowing,
A little bit of snow,
A little bit of growing
And crocuses will show.
On every twig that's lonely
A new green leaf will spring,
On every patient tree top—
A thrush will stop and sing.

A little bit of sleeting,
A little bit of rain,
The blue, blue sky for greeting
A snowdrop come again;
And every frozen hillside
Its gift of grass will bring,
And every day of winter,
Another day of spring.

—Caroline S. Bailey, in St. Nicholas

EASTER BELLS

Beatrice Harlowe

Ring loud, O bells of Easter,
Your peals through spaces ring;
With joy the fair earth greets you
Through all the notes of spring.
Ring in all peace and gladness,
Ring out all strife and tears,
As downward through the ages
You've rung the passing years.

Ring clear, O bells, your message
Throughout all nature thrills;
It all things living touches,
As when from Judah's hills
There rose the light triumphant
O'er death and mortal fears,
And dawned that first great Easter—
The Easter of the years.

Ring sweet, O bells, your lesson
Unto each heart today;
That all before the Master
May but life's lilies lay;

Ring soft—ring low; your chiming
May bridge some past—its tears,
For those, perchance, who mourneth
Some Easter in the years.

Again, O bells of Easter,
Ring out in thrilling peal,
That we, through all our pulses
The newborn glory feel;
God's living, loving presence,
As each new spring appears
In all that breathes around us,
Throughout the march of years.

—Woman's Home Companion.

THE SONG OF THE BROOK

(Authorship Unknown)

A little brook went surging
O'er golden sands along,
And as I listened to it
It whispered in its song.

"Beneath the steady mountain,"
I thought I heard it say,
"My crystal waters started
Upon their winding way."

"I fondly hoped that flowers
Would bloom upon each side,
And sunshine always cheer me
Wherever I might glide.

"Through barren heaths and lonely
My way has often led,
Where golden sunshine never
Has cheered my gloomy bed.

"O'er rocks I've had to travel;
O'er precipices steep
I onward have been driven,
And madly made to leap.

"The winds have sighed around me,
The clouds in darkness hung,

And sadness has been mingled
With music I have sung.

"But still wherever running
My life has not been vain;
I've helped to grow the forests
That wave across the plain.

"The forests build the cities,
And ships that sail the sea,
And the mighty forests gather
Their nourishment from me."

EASTER SONG

Snowdrop, lift your timid head,
All the earth is waking;
Field and forest, brown and dead,
Into life are breaking.
Snowdrop, rise and tell the story,
How He rose, the Lord of glory.
Lilies! lilies! Easter calls!
Rise to meet the dawning
Of the blessed light that falls
Through the Easter morning.
Ring your bells and tell the story,
How He rose, the Lord of glory.

Waken, sleeping butterflies,
Burst your narrow prison;
Spread your golden wings and rise,
For the Lord is risen.
Spread your wings and tell the story
How he rose, the Lord of glory.

—From "Pilgrim Songs," by Bigelow and Main.

THE MARCH WIND

I come to work as well as play;
I'll tell you what I do;
I whistle all the livelong day,
"Woo-oo-oo-oo! Woo-oo!"

I toss the branches up and down
And shake them to and fro;
I whirl the leaves, in flocks of brown,
And send them high and low.

I strew the twigs upon the ground,
The frozen earth I sweep
I blow the children round and round
And wake the flowers from sleep.

—Selected.

THE MORGAN COLLECTION TO COME TO THIS COUNTRY

There are few art collections, owned by private individuals, more extensive than that owned by Mr. J. Pierpont Morgan. Some of Mr. Morgan's collections are in this country, at his residence in New York City, at the small museum close by which he has recently built, and at the Metropolitan Museum of Art. Others are in London at Mr. Morgan's residence, in the National Gallery, and in the Victoria and Albert Museum there. They consist of paintings by Raphael, Rembrandt, Rubens, Van Dyck, Gainsborough, and other great artists, and also of practically unrivaled groups of bronzes, ivories, enamels, porcelains, and tapestries. The London collections will, in large part, be transferred to this country. According to the customs officials, the value of the whole,—about sixty million dollars—would be greater than all the art importations ever received at the port of New York. The present tariff law has made it practicable to bring these treasures to America and thus to

make it possible for Americans to see them. Under the old law all works of art were taxed. This led Mr. Morgan to keep many of his treasures in England because he would not pay the duties imposed upon them. Under the new law, all paintings, pastels, etchings and articles of like nature more than twenty years old are exempt from duty, while other works of art, such as bronzes, marbles, pottery, antiques, objects of art of an ornamental character or of educational value, more than one hundred years old are also exempt. Most of the articles in these collections come under one of these two classes. To guard as much as possible against breakage, the work of customs inspection will be done in England by agents of the United States government there. A Custom-House seal will be placed on each case and the cases will remain unopened until the time comes to unpack them in the storehouse of the museum, where they are to be placed for public exhibition.

LORD LISTER, DISCOVERER OF ANTISEPTIC SYSTEM, IS DEAD

Joseph Lister, first Baron Lister, better known under his previous title of Sir Joseph Lister, is dead. He was made famous by his discovery of an antiseptic system of treatment in surgery. His early education was received at University college, London, and then he studied in Edinburgh under Syme, who was at that time in the forefront of surgeons. During this time, Lister also acted as house surgeon, and as an assistant surgeon in the royal infirmary. In those early Edinburgh days, never satisfied with merely carrying out the routine duties of a surgeon and teacher, Lister engaged with great diligence in the investigation of questions relating to surgical pathology, such as inflammation, suppuration, and the coagulation of the blood. In 1860 he was appointed professor of surgery in the University of Glasgow. It was while acting as surgeon to the Royal Infirmary there that he made his great discovery which initiated a new era in surgery. To realize the revolution in surgery that has been the outcome of Lister's work one must endeavor to picture the state of affairs before the introduction of antiseptics. Almost all wounds, accidental and surgical alike, underwent a process of inflammation and suppuration, accompanied by much pain and loss of health. The most trivial operations were not infrequently followed by pyemia (blood poisoning) and death. Blood poisoning, tetanus, and hospital gangrene were one or all almost constantly present in the wards of hospitals, and occasionally an institution was visited by a severe and fatal epidemic of one of these. The miseries of the wounded in war and the horrors of field surgery at that time were dreadful. Such an appalling state of affairs stimulated Lister to seek for a remedy. It was just at this time that Pasteur demonstrated conclusively that the atmosphere produces decomposition in organic substances because it contains micro-organisms which owe their energy to their vitality. Putrefaction is a fermentation of organic matter caused by the vital action of these living germs. Lister, with the scientific imagination and intuition of genius, realized the value of these observations of Pasteur's in relation to the subject of wound diseases. The great deduction which Lister made were, (1) that "putrefaction" in wounds was caused by microbes, (2) that these were introduced from the outside, (3) that "putrefaction" might be prevented by keeping the wound free from germs, (4) that this might be effected by the employment of some substance which would destroy the microbe. The antiseptic system was founded on these principles, and to Lister belongs the honor of this great discovery, which has done so much for the health and happiness of mankind.

Catholic Authors

FATHER RYAN, "POET PRIEST OF THE SOUTH."

Mary Lowe in "The Rosary."

Abram Joseph Ryan was born in Norfolk, Va., on May 12, 1837. When less than ten years of age the lad went with his parents to St. Louis, where he was soon placed under the tutelage of the Christian Brothers. Here he made rapid progress in his studies, was of a quiet, thoughtful manner and was greatly esteemed by both teachers and fellow students. It was soon discovered that he had a decided bent toward the religious life, and at the advice of his superiors he responded to their efforts to fit him for the higher studies that would be necessary if it were found that he had a true vocation to the priesthood.

Having finished his preparatory studies with the Brothers, he entered the ecclesiastical seminary at Niagara, N. Y., and was ordained by special dispensation when only twenty-one years of age. At the beginning of the Civil War he was appointed a chaplain in the Confederate army, in which capacity he served until the close of the war. In 1865 he went to New Orleans, where he edited the Morning Star, a Catholic weekly. He was then placed at Nashville, Tenn., and later at Clarksville in the same state; then at Augusta, Ga., and after that at Mobile, Ala., where he was pastor of St. Mary's Church for fifteen years.

Publishes His "Poems."

It was while he was at Mobile that his bishop granted him leave of absence to make a lecture tour of the chief cities of the North and West for the benefit of a certain charitable undertaking. He also at this time (in 1880), while in New York, published his "Poems: Patriotic, Religious, Miscellaneous." Of these verses he himself says: "They were written at random—off and on, here, there, anywhere—just when the mood came, with little of study and less of art, and always in a hurry." He disclaimed his right to take "even lowest place in the rank of authors," to which modest estimate one can not agree after reading these simple songs, which, he naively says, "he could not tell why—he sometimes tried to sing." But we who read them feel that he sang these songs because he could not do otherwise—because the poetic spirit was his, and must find expression, just as his heart must beat or his breath exhale from his body.

But Father Ryan himself understood what some of his admirers either do not grasp or shrink from acknowledging—that his poetical work, though true in tone, lofty in thought and soul-inspiring, is too hastily written and too incomplete in finish to bring him wide or lasting fame. He says:

"I sing with a voice too low
To be heard beyond today,
In minor keys of my people's woes,
But my songs pass away.
Tomorrow hears them not—
Tomorrow belongs to fame;
My songs, like the birds, will be forgot,
And forgotten will be my name."

But his readers cannot fail to see in these few simple songs that he has given us that touch of genius which with cultivation would have placed this poet-priest in an exalted place among writers.

Father Ryan's duties as a priest, which were discharged with the greatest devotion, tinged and influenced his work as a writer. For he not only possessed a deep spirituality and attachment to the Church and her interests, but he had also that unfortunate gift—the poetic temperament—that strange mingling of highest exaltation and dejection, which, together with a restless, fiery Southern nature, would, lacking the peace he found as a priest, have rendered him most miserable. Happy for him that as a priest he could find that rest for the weary soul and the haunted mind which his other attainments would have banished far from him. Happy for him that his feet knew "more of the humble steps that lead up to the altar and its mysteries than of the steps that lead up to Parnassus and the home of the Muses."

His "Poet Priest."

This peace of the priest, in direct contrast to the unrest of the poet, he has himself expressed in his verse, "The Poet Priest:"

"Not as of one whom multitudes admire,
I believe they call him great;
They throng to hear him with a strange desire;
They, silent, come and wait,
And wonder when he opens wide the gate
Of some strange, inner temple, where the fire
Is lit on many altars of many dreams—
They wait to catch the gleams—
And then they say,
In praiseful words, 'Tis beautiful and grand.
And so his way
Is strewn with many flowers, sweet and fair;
And people say,
'How happy he must be to win and wear
Praise ev'ry day!
And all the while he stands far out the crowd,
Strangely alone.
Is it a stole he wears?—or mayhap a shroud—
No matter which, his spirit maketh moan;
And all the while a lonely, lonesome sense
Creeps through his days—all fame's incense
Hath not the fragrance of his altar; and
He seemeth rather to kneel in lowly prayer
Than lift his head aloft amid the grand:
If all the world would kneel down at his feet
And give acclaim—
He fain would say: 'Oh, no! No! No
The breath of fame is sweet—but far more sweet
Is the breath of Him Who lives within my heart;
God's breath, which e'en despite of me, will creep
Along the words of merely human art;
It cometh from some far-off hidden deep,
Far-off and from so far away—
It filleth night and day.'"

"The Song of the Mystic."

His "Sursum Corda" echoes the same thought, though not so beautifully as does his "Song of the Mystic:"

"I walk down the Valley of Silence—
Down the dim, voiceless valley—alone!
And I hear not the fall of a footstep
Around me, save God's and my own;
And the hush of my heart is as holy
As hovers where angels have flown!"

"I walked in the world with the worldly;
I craved what the world never gave;
And I said: 'In the world each ideal,
That shines like a star on life's wave,
Is wrecked on the shores of the Real,
And sleeps like a dream in a grave.'"

"And I toiled on, heart-tired of the human,
And I moaned 'mid the mazes of men,
Till I knelt, long ago, at an altar,
And I heard a voice call me; since then
I walk down the Valley of Silence
That lies far beyond mortal ken."

In this class, also, may be included that poem which is, perhaps, the best known of all his works, "The Rosary of My Tears:"

"Some reckon their age by years,
Some reckon their life by art;
But some tell their days by the flow of their tears,
And their lives by the moans of their heart."

"But, bead by bead, I tell
The rosary of my years;
From a cross to a cross they lead; 'tis well,
And they're blest with a blessing of tears."

But we are glad to know that, even while on earth, he gained a short respite from the unrest that almost constantly overshadowed him. When in the quiet house in Mobile, adjoining the little frame church, he wrote the poem, "St. Mary's," in which he expresses his deep satisfaction with his beautiful surroundings, and especially with the calm which they distilled through his heart and mind.

"With the birds and with the flowers
Songs and silences unite,
From the morning until night;
And somehow a clearer light
Shines along the quiet hours."

"The True Poetic Sentiment."

Father Ryan can not be ranked among the world's great poets. His verse expresses feeling and true poetic senti-

ment, although he never attains to grandeur nor to any great degree of sublimity. But he is a true poet, with the power of uttering vividly the emotions with which his soul is stirred. His art, while it lacks great power and strength, is simple, true and sweet. He has, however, in common with all writers, some trivial verses, and through some few runs a sentimental vein which is rather surprising. This may be said of his longest poem, a narrative, called "Their Story Runneth Thus," which he characterizes as "a love tale crowned by purest sacrifice."

For the most part Father Ryan's verse is reminiscent of his holy and useful life, with memoirs of his family and early home associations, to which he was always deeply attached. Upon his mother his heart's deepest earthly affection seems to have been lavished. To her his first book was dedicated, the author laying "these simple rhymes—as a garland of love at the feet of his mother." That he was tenderly devoted to his entire family we have many proofs in his verses. One of the sweet home customs he has enshrined in his little poem, "Mother's Way." His sister forms the subject of several productions, while in a number simply inscribed "Memories" or "A Reverie," we may read the story of the outpouring of a son's and brother's heart.

Two poems were inspired by the death of his brother, David J. Ryan; one, "In Memoriam," and the other, "In Memory of My Brother." The latter shows forth, also, in a beautiful manner, his loyal devotion to his mother.

"A grave in the woods with the grass o'ergrown,

A grave in the heart of his mother—

His clay in the one lies lifeless and lone;

There is not a name, there is not a stone,

And only the voice of the winds maketh moan

O'er the grave where never a flower is strown;

But—his memory lives in the other."

A separate group, also, might be made of his occasional poems, including the various ones on Christmas and other special occasions. One of these, "The Pilgrim," is a "Christmas legend for children." One verse of his "The Old Year and the New," expresses pretty well the sentiment of the entire poem:

"Let the New Year smile

When the Old Year dies;

In how short a while

Shall the smiles be sighs?

Yea! Stranger-Year, thou hast many a charm,

And thy face is fair and thy greeting warm,

But, dearer than thou—in his shroud of snows—

Is the furrowed face of the Year that goes."

In "A Christmas Chant," written as he grew older, the poet speaks of the melody which he has heard in his heart for years, which, as he says, he did not learn from books or schools:

"The music of thought, that, like the chime

Of a grand cathedral, floats

Out of each word, and along each line,

Into the spirit's ear,

Lifting it up and making it pine

For a something far from here."

His "Feast of the Sacred Heart" is a tender little poem which none but a Catholic could understand; while among the best of this group might, perhaps, be classed "Feast of the Presentation of Mary in the Temple."

His War Poems.

Although they form only a portion (and a rather small portion of his poetic work, there is no doubt that those verses by which Father Ryan is best known are his war poems. Of these "The Conquered Banner" has been, perhaps, the most widely read. Though breathing forth a spirit of deep dejection, there is about this poem (one verse of which demonstrates the whole) a martial ring and intensity of feeling which brings it on a level with the best poetry inspired by our Civil War:

"Furl that banner! True, 'tis gory,

Yet 'tis wreathed around with glory,

And 'twill live in song and story,

Though its folds are in the dust;

For its fame on brightest pages,

Penned by poets and by sages,

Shall go sounding down the ages—

Furl its folds though now we must."

This poem expresses, as does "The March of the Deathless Dead" and others of this group, his undying devotion to the South and to the Southern cause, which, though

lost, he still felt to be just. But, he says, although under the same circumstances he would write again in the same tone and key, they were not published for harm's sake nor for hate's sake. His "Sentinel Songs" and "The Sword of Robert Lee" are good examples of this class of his poems; but in none does he pour out the deep emotions which stirred Southern hearts at the contemplation of the forced abandonment of that cause, which, although in utter ruin they would forever consider holy and right, as he does in "The Prayer of the South:"

"My brow is bent beneath a heavy rod!

My face is wan and white with many woes!

But I will lift my poor chained hands to God,

And for my children pray, and for my foes.

Beside the graves where thousands lowly lie

I kneel, and weeping for each slaughtered son,

I turn my gaze to my own sunny sky,

And pray, O Father, let Thy will be done."

Although nearly all of Father Ryan's poems are well worth considering for some beauty of thought, we can not linger longer over them, but must pass on rapidly to the little that remains of this good and useful life.

His health having failed, brought on partly perhaps by hard work, but more probably by reason of his temperament, he was permitted to retire from his parochial duties in October, 1881. He went to Biloxi, Miss., and continued his literary work. He hoped now to finish a life of Christ, upon which he was working. But this was never accomplished. He continued to lecture and this, together with his writing, occupied him until about 1886. Early in this year he retired to a Franciscan monastery in Louisville, Ky., for a retreat, where, at the rectory of St. Boniface's church, on April 22, he died rather suddenly. His body lay in the chapel of St. Boniface's for a short time and was then conveyed by boat from Louisville to Mobile. No demonstration was made in the former city, only a few persons going down to the boat landing to pay their last token of respect to the poet-priest.

Religious and Civic Burial at Mobile.

But how different was the reception of the body at his old home, Mobile! An immense crowd of people attended his funeral, which was held at the cathedral. Religious and civic honors were paid him, the ceremonies attesting the love, respect and reverence which were felt throughout the city for the dead priest.

He lies buried in the Catholic cemetery at Mobile, his grave marked by a white marble shaft surmounted by a cross. A chalice is engraved upon the monument, together with the date of his death, and the words, "Poet-Patriot-Priest."

Father Ryan's memory is still held in loving remembrance by his people, who will never forget the many deeds of kindness and charity with which he constantly consoled the distressed of mind and body. And we may well be glad that at last the great heart and the weary brain have found the rest for which they cried:

"My feet are wearied, and my hands are tired,

My soul oppressed—

And I desire, what I have long desired—

Rest—only rest.

"'Tis hard to toil—when toil is almost vain,

In barren ways;

'Tis hard to sow—and never garner grain,

In harvest days.

"My way has wound across the desert years,

And cares infest

My path, and through the flowing of hot tears,

I pine—for rest.

"And I am restless still; 'twill soon be o'er;

For down the West

Life's sun is setting, and I see the shore

Where I shall rest."

(Note—The selections used in this sketch are taken from "Father Ryan's Poems," published by P. J. Kenedy & Sons, New York.)

Send 30 cents for book of plays and dialogs by Sister M. Borromeo, O. S. D. The material of this book is especially well adapted for supplementary reading in the grammar grades. Excellent opportunity for expressive rendition of unusually instructive text.

(Continued from page 386)

us as His own, and no temptation can assail us without His permission. If we esteem Holy Mass as a precious treasure, is it not because in it Jesus mystically offers Himself again in sacrifice? Hence there is no prayer so efficacious for obtaining graces as those which are offered during the holy sacrifice of the Mass. We can then offer up the Precious Blood as the price of the grace we solicit. When we offer so much and ask so little in comparison how can God refuse our requests? As we contemplate Our Lord shedding His blood so freely to redeem sinful humanity, how it brings home to us the value of a soul.

We esteem an article by its price; what then is the value of a soul purchased by the blood of Jesus? Are there any dear to you who are on the broad road? Offer for their salvation the ransom which Our Lord puts into your hands, and sooner or later your prayers will be heard. A zealous Catholic can do so much good by example and precept, and he who is truly zealous for the salvation of others need not fear for his own safety. It is a glorious privilege to cooperate with Our Saviour in the redemption of souls, and each Child of Mary in her own sphere can contribute to this end and thus help others to profit by the Precious Blood. At the same time this privilege involves an awful responsibility and with the holy King David we have need to cry out "Deliver me from blood-guiltiness, O God."

Need of Works of Zeal.

Those who do realize something of the value of an immortal soul and are striving to do good in the world have

need of constancy and generosity in their works of zeal. There are difficulties to surmount and the laborer in the vineyard needs courage, patience, and perseverance. How can we better obtain these virtues than by meditating on the Precious Blood, the ransom that has been given for these souls that we are striving to bring to God.

Self-love is apt to mar even our best works, and many an earnest worker will sometimes give up a labor of love on account of some petty jealousy. Often a Child of Mary finds it difficult to live and work in harmony with others. There are so many who wish for the first place that all can not be satisfied, and it needs virtue to descend without a murmur from what we deem our rightful position; but, after all, it is one of the purest joys here below to help others onward, and the cross must come in somewhere. The very difficulties we experience in carrying out a good work are the gage of its success, and solid virtue is necessary to rejoice as much at the success of others, as for those which God accords to our personal efforts. We have daily and hourly innumerable occasions of doing good—by helping others, by conquering self, by obeying the still small voice of God in our soul—and each victory glorifies the Precious Blood and is due to its efficacy. Our Saviour will have a special welcome at the last day for those who have cooperated in the salvation of souls. If truly, "Blessed are they that wash their robes in the blood of the Lamb, that they may have right to the tree of life," how much greater blessings will be reserved for those who, having sown the good seed with tears, come home rejoicing and bringing their sheaves with them?

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soil, selection of tools, planning the garden, the art of making things grow, the young farmer's almanac, the new agriculture, etc. The book has many illustrations and, in an appendix, suggestive experiments for young gardeners, notes on soils, a list of useful books, etc.—("Gardens and Their Meaning," price \$1, Ginn & Company, publishers, Boston and Chicago.)

Ainsworth & Company of Chicago have in preparation and will have ready at an early date an illustrated primer by Miss Florence Holbrook, principal of the Forestville school, Chicago, author of the "Hiawatha Primer" and many other well known English readers. The established reputation of the author and the fact that the book itself is along new lines will undoubtedly create a great interest on the part of educators.

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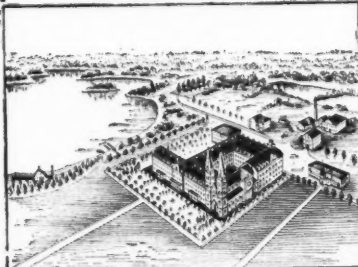
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*On page 377 of this number of The Journal appears a special announcement of the Siegel-Myers Correspondence School of Music, Chicago. This school is especially qualified to help teachers in the various courses of music, having as a faculty many of

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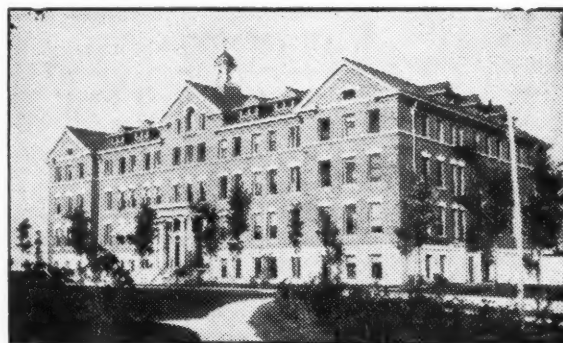
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Wills \$200,000 to Catholic Church.

The will of Eugene Kelly, the New York banker, makes many large bequests to Catholic institutions. He gives \$83,500 to St. Patrick's cathedral as his share of the cost of the Lady Chapel and \$50,000 as the share of his brother, Thomas H. Kelly. St. Vincent's hospital is down for \$15,000, and the Society of St. Vincent de Paul for \$10,000; Mr. Kelly's alma mater, the college of the Jesuit Fathers at Stonyhurst, England, for \$10,000, and the Novitiate of St. Andrew on the Hudson, and the Society for the Propagation of the Faith for \$5,000 each.

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Religious Garb in Indian Schools.

President Taft has suspended a recent order of Commissioner of Indian Affairs Valentine, prohibiting the wearing of distinctive religious insignia and religious garb at school exercises in the Indian schools.

The President ordered Mr. Valentine's action held up until a hearing could be given to all interested parties, "and a conclusion reached in respect to the matter after full consideration."

The President said that the question was "one of great importance," and that the commissioner had consulted neither Secretary Fisher nor himself. The President said:

"The questions presented by the order are of great importance and delicacy. They arise out of the fact that the government has for a considerable period taken over for the use of the Indians certain schools heretofore belonging to and conducted by distinctive religious societies or churches. As a part of the arrangements then made, the school employees who were in certain cases members of religious orders, wearing the distinctive garb of these orders, were continued as teachers by the government, and by ruling of the civil service commissioner or by executive action, they have been included in the classified service under the protection of the civil service."

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Inspection of Parochial Schools.

The Diocesan School Board, composed of Rev. T. J. Gibbons, president; Rev. T. E. Cullen, secretary; Rev. J. C. Byrne, Rev. J. Harrington, Rev. P. M. Jung and Rev. Othmar Erren, O. S. B., are making their annual examination of the parochial schools of the Twin Cities. The schools have been divided into districts and two members of the board

assigned to each district. The Cathedral Girls' school, the Assumption school and the St. Louis school have already been examined and all the other parochial schools of the Twin Cities will be examined within the next few weeks.

Notre Dame University to Build in Chicago.

The University of Notre Dame is to erect a new preparatory school on the west side on land which it has just purchased from the Lambert Tree estate.

The property comprises a large triangular shaped tract on Independence boulevard, between Colorado avenue and Harrison street, and extending back within 100 feet of Springfield avenue. The plot has a frontage of 232 feet on Independence boulevard and the consideration was \$51,300.

The details of the building have not been worked out yet, but it is understood the university plans the construction of a large and finely equipped building, the cost of which it is thought will approximate \$250,000. It is to be erected this year. The grounds are to be attractively laid out.

Many Prelates Visit Convent.

On one day last month four prelates were visitors at St. Clara's Convent, Sinsinawa, Wis.: the Most Rev John Ireland, of St. Paul; the Most Rev. James Keane, of Dubuque, Ia.; the Right Rev. James McGolrick, of Duluth, Minn.; the Right Rev. Thomas O'Gorman, of Sioux Falls, South Dakota, and the Rev. John M. Wolfe, D. D., of Dubuque, Ia.

In response to the cordial words of welcome given by the college, Archbishop Ireland gave a short but characteristic address on the "Fountains of True Education." Then at introduction, in turn, by Archbishop Ireland, each of the other distinguished guests contributed his part to making the occasion one of inspiring enjoyment.

Academy Burns to Ground.

St. Joseph's academy, Binghamton, N. Y., was practically destroyed by fire last month. Thirty-five girl boarders and twenty-two sisters, who were in the building, made their escape without injury. The loss is estimated at about \$25,000, with insurance of \$14,000. The fire is believed to have originated when a lace curtain was accidentally ignited from a lighted match.



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New Papal Delegate.

Monsignor Giovanni Bonzano, late
 rector of the College of the Propa-
 ganda, Rome, has been named as
 Apostolic Delegate to succeed Cardi-
 nal Falconio.

Msgr. Bonzano was born in Vigeva-
 no, province of Pavia, piedmont, of
 well-to-do parents. For a time he
 served as a missionary in China, from
 which country he was recalled, ow-
 ing to ill health. In December, 1906,
 after residing for a time at Vivevano,
 he was appointed rector of the College
 of the Propaganda. He has been a
 domestic prelate of the Pope since
 1904.

Boys Set Fire to College.

Holy Cross college, near Farnham,
 province of Quebec, was destroyed by
 fire last month. J. P. Marchand, 11
 years of age, is alleged to have con-
 fessed that he set the building on fire,
 with the aid of two boy companions.
 The loss is estimated at \$125,000.

Change School Name.

The Sisters of St. Francis announce
 that the Winona Seminary will be
 known hereafter as the College of St.
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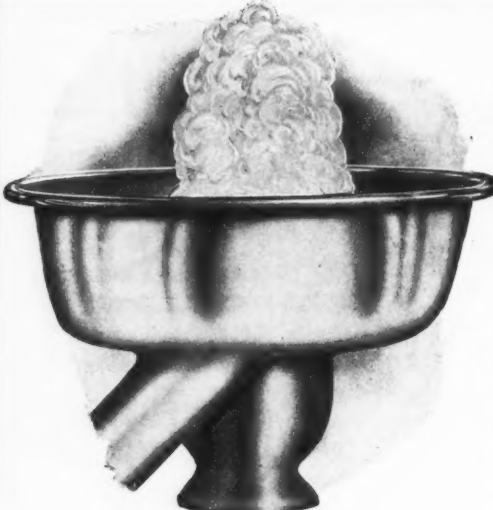
school, which corresponds in charac-
 ter to the present Winona seminary,
 will be known as St. Clare seminary.
 and the musical department will be
 known as the Conservatory of St.
 Cecilia.

New College at Washington.

A tract of fifty-seven acres, adjoin-
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 versity, has been purchased at Brook-
 land, D. C., as a site for a Catholic
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Vanderbilt Builds a Home.

In San Francisco last week, Arch-
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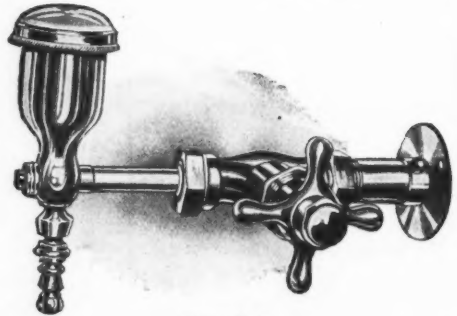
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Education is the bringing out of the best that is in us. That is not accomplished by accumulation of facts, but by the personal influence of teachers whom we deeply respect and who succeed somehow in leading us to develop the faculties we have. The best part of education by far is that we give ourselves and for that nothing is so precious as the stimulus of revered teachers who have themselves trodden the path of discipline of mind. King Ptolemy asked Euclid, the inventor of geometry, if there was not some easier way of acquiring geometry than by the slow, laborious method of proceeding from axiom to proposition and then from one proposition to another through so many slow steps, and Euclid replied, "Sire, there is no royal road to geometry."

Immortal words that should be displayed somewhere conspicuously in every institution of learning. There is no royal road to education. In late years we have thought to smooth the road by making interest the guide-posts of it and the elective system its guide book, but we are now ready to confess that the elective system is a failure, that the watchword of education is not interest but discipline of mind, and that the result of education is not the knowing of many things superficially, but of a few things so well that if we want to learn anything else we can learn it just as well. I have a friend who goes so far as to say that an educated man or woman is one who can sit down and apply the mind successfully to a subject they do not like for two hours at a time, if they have some reason for doing so. That is the education for power, not for information.

No wonder, that being the case, that Cardinal Newman once said, "It is not institutions that educate, but men." Unless teachers are personally closely in touch with pupils influencing them deeply, then there is no real education. You cannot give education. You can only cherish, and inspire, and encourage, and help students to get education for themselves.

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The last of Rear Admiral Robert Potts' daughters of Baltimore, Miss Frances Potts, has decided to adopt the religious life, following in the footsteps of her two sisters. Miss Frances entered the Carmelite Convent in Baltimore this week. One sister is already a Carmelite nun, and the other belongs to sisterhood now at work in Manila, where she became the founder of a Convent.

Rear Admiral Potts, who is now retired, served through the civil and Spanish wars.

St. Mary School, Quincy, Ill., might have been destroyed and several lives lost, if it had not been for a dog belonging to a neighbor. The building was struck by lightning and set afire early in the morning while the Sisters were still asleep. The dog saw the fire eating its way into the roof and gave

alarm by its continuous barking, thereby saving the convent and its inmates.

The Catholics of Gladstone, Mich., have purchased the Hawarden Inn, erected at a cost of \$30,000, with 24 lots surrounding it, for a school and convent. Extensive alterations will be made.

Until four years ago Jerusalem was lighted by oil lamps. The first building to be lighted by electricity was the French convent of Notre Dame. Two other buildings followed suit, and now the fourth installation is being made in the new Grand hotel.

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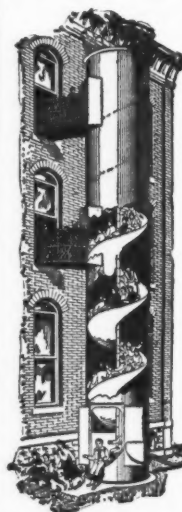
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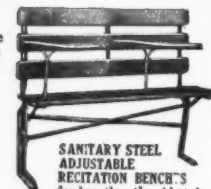
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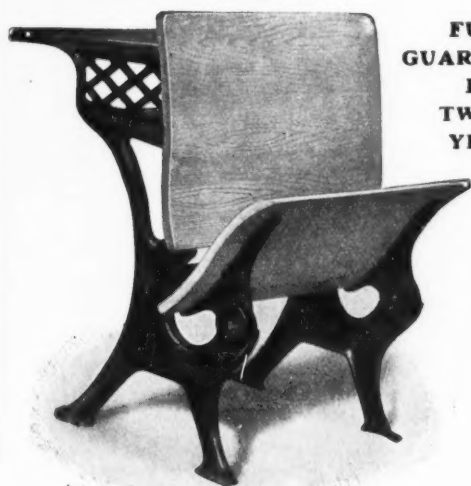
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